

Illinois
State
University



BULLETIN
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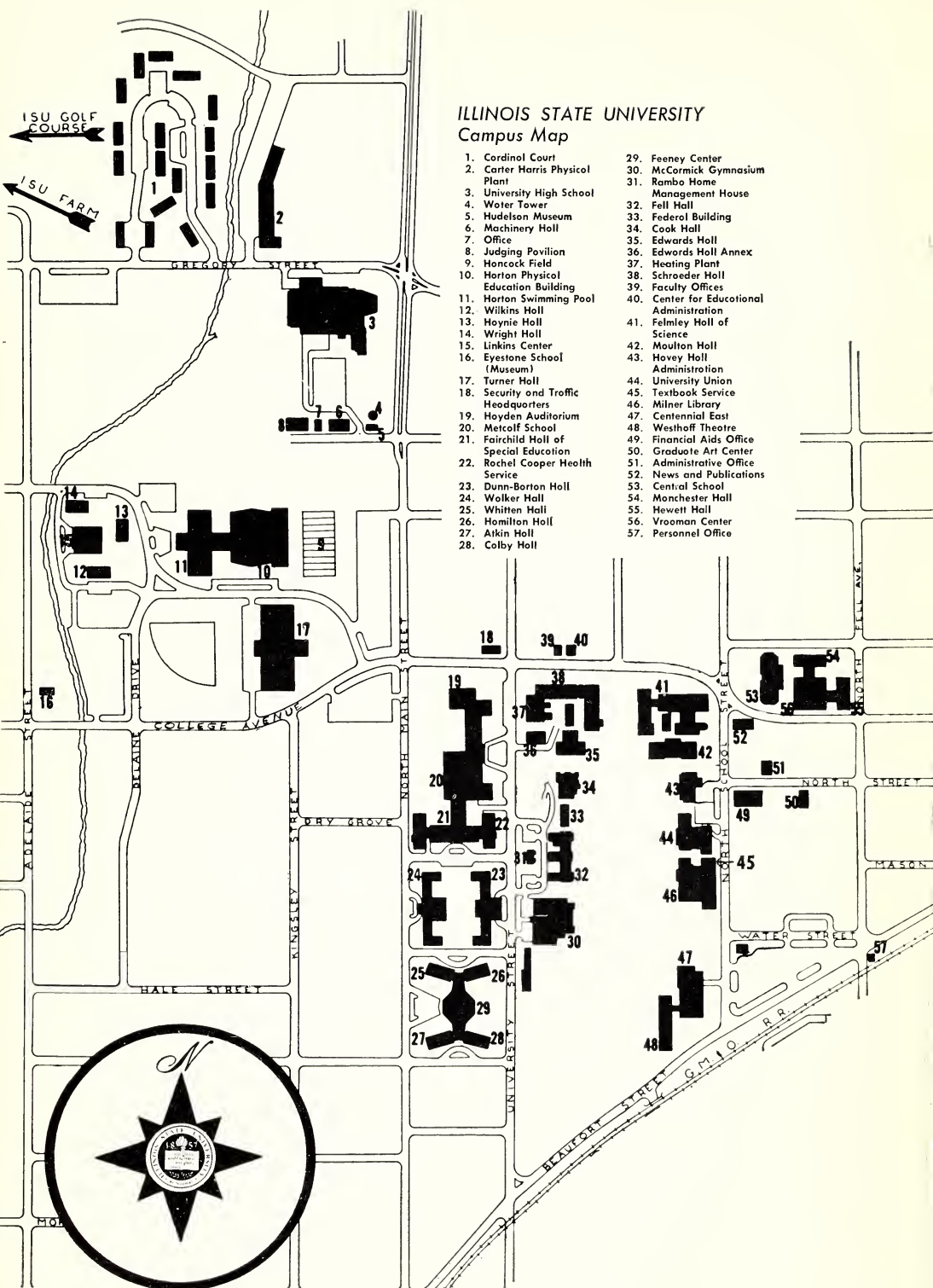
1967-68

UNDERGRADUATE CATALOG



ILLINOIS STATE UNIVERSITY Campus Map

1. Cardinal Court
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4. Water Tower
5. Hudelson Museum
6. Machinery Hall
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17. Turner Hall
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21. Fairchild Hall of Special Education
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32. Fell Hall
33. Federal Building
34. Cook Hall
35. Edwards Hall
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37. Heating Plant
38. Schroeder Hall
39. Faculty Offices
40. Center for Educational Administration
41. Felmley Hall of Science
42. Moulton Hall Administration
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45. Textbook Service
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47. Centennial East
48. Westhoff Theatre
49. Financial Aids Office
50. Graduate Art Center
51. Administrative Office
52. News and Publications
53. Central School
54. Manchester Hall
55. Hewett Hall
56. Vrooman Center
57. Personnel Office




*L. Moody, Semmes, Jr.
Sch 332D*

ILLINOIS STATE
UNIVERSITY
BULLETIN

ONE HUNDRED NINTH ANNUAL UNDERGRADUATE CATALOG

STATE OF ILLINOIS—Land of Lincoln
OTTO F. KERNER, Governor



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University Calendar

1967

SUMMER SESSIONS

June 19	Opening of and registration for eight-week summer session
June 23	Last day for late registration and course changes for eight-week session
August 10—11	Final examinations for eight-week summer session
August 11	Summer commencement; close of eight-week session
August 14	Opening of post session; classes begin, 2:00 p.m.
September 1	Post session ends

1967

FIRST SEMESTER

September 11	Opening of first semester; Orientation Week activities begin at 9 a.m.; faculty meeting at 4 p.m.
September 11	Registration for late afternoon, evening, and Saturday classes, 6:30-9 p.m.
September 12—14	Registration according to a published schedule
September 15	Classes begin
September 23	Last day for late registration and course changes; 12:00 noon
September 25	Last day for refunds; before 5:00 p.m.
September 28	Last day to apply for student teaching assignments for second semester
October 27	Last day to apply for graduation and pay graduation fee if degree is to be awarded at close of first semester
October 28	Homecoming
November 22	Thanksgiving vacation begins, 11:00 a.m.
November 27	Thanksgiving vacation ends, 8 a.m.
December 15	Last day to withdraw from classes
December 15	Christmas vacation begins after scheduled classes

1968

January 3	Christmas vacation ends, 8 a.m.
January 18—24	Final examinations for first semester
January 27	First semester closes

SECOND SEMESTER

January 29	Opening of second semester
January 29	Registration for late afternoon, evening, and Saturday classes, 6:30-9 p.m.
January 30—February 1	Registration according to a published schedule
February 2	Classes begin
February 10	Last day for late registration and course changes; 12:00 noon
February 12	Last day for refunds; before 5:00 p.m.
February 23	Last day to apply for student teaching assignments for 1967 summer session and for first semester of 1967-68

March 15	Last day to apply for graduation and pay graduation fee for June commencement
April 5	Spring vacation begins after scheduled classes
April 16	Spring vacation ends, 8 a.m.
May 10	Last day to withdraw from courses
May 30	Memorial Day holiday
May 31—June 5	Final examinations for second semester
June 8	Second semester ends
June 8	One-hundred-ninth annual commencement

1968

SUMMER SESSIONS

June 17	Opening of and registration for eight-week summer session
June 21	Last day for late registration and course changes for eight-week session
August 8—9	Final examinations for eight-week summer session
August 9	Summer commencement; close of eight-week session
August 12	Opening of post session; classes begin, 2:00 p.m.
August 30	Post session ends

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Illinois State University is governed by the Board of Governors of State Colleges and Universities. The Board consists of nine members appointed by the governor for terms of six years, with two ex-officio members designated by law.

* Resigned to become a member of the 75th General Assembly as of January 2, 1967.

** Deceased, November 28, 1966.

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Metcalf Elementary School, Assistant Director of	WILLIAM B. LEGGE
Metcalf Elementary School, Associate Director of	ERNEST E. OLSON
University High School, Director of	HARRY D. LOVELASS
University High School, Assistant Director of	LEWIS L. LEGG
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Secretary-Treasurer	DAVID E. SWEET
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Financial Aids, Assistant Director of.....	JAMES S. BRUNO
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Housing, Director of	ISABELLE TERRILL
Housing, Assistant Director of.....	JOHN P. WOLTER
University Union, Director of.....	BRUCE T. KAISER
Veterans' Services, Acting Director of.....	CHARLES A. MCBRIARTY

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The date in parentheses indicates expiration of term.

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Illinois State University

PURPOSE

A free society depends on an enlightened citizenry, capable of making wise and responsible choices. The main purpose of Illinois State University is to serve the common good of a free society by offering quality programs of higher education to those students who have the ability to profit from those programs. In order to serve best the educational needs of the state of Illinois, the University recognizes the following responsibilities:

To admit and retain qualified and enterprising students

To maintain high academic and professional standards

To secure and retain highly qualified professors and administrators

To provide classrooms, libraries, laboratories, gymnasiums, and other facilities necessary for achieving the main purpose of the University

To promote research in the structure and content of education

To provide a social and intellectual climate conducive to the fullest development of the abilities of the students

To maintain close relationships with the schools and the society by and for whom the University was founded and is supported.

In achieving the purposes noted above, Illinois State University offers a wide range of educational programs at the undergraduate and graduate levels. The general education program forms the common background for all students seeking baccalaureate degrees. The course sequences for major and minor areas of study in the various departments are basically similar whether the student is preparing for a teaching career or for a non-professional or a pre-professional program in the liberal arts. All departments of the University offer specialized work for prospective teachers, eighteen departments have major areas for liberal arts and sciences degrees, and numerous pre-professional opportunities are present.

Because a sound education is the foundation on which all the professions and specialized occupations must build and because teaching is the means by which knowledge is transmitted during the periods of specialized training in the professions and occupations, Illinois State University regards teaching as the first and most important of the professions and as the one that bears a basic responsibility for them all. Because of its significant contribution to society, teacher education will undoubtedly remain a most important task for the University throughout its foreseeable future.

At this time, the University has not identified specific course sequences for students who wish to meet admission requirements of given professional schools. The trend among schools of law, medicine, dentistry, and other professional schools is to emphasize the desirability of a strong background of education in the liberal arts and sciences for their prospective students. Although a student

at Illinois State University may select courses which will prepare him for admission to a professional school, he should seek specific admission information from the professional school he wishes to attend.

ORGANIZATION OF THE UNIVERSITY

Twenty-four of the academic departments are organized into three colleges.

The College of Applied Science and Technology consists of the departments of Agriculture, Home Economics, and Industrial Arts.

The College of Arts and Sciences includes the following departments: Biological Sciences, Chemistry, Economics, English, Foreign Languages, Geography, History, Library Science, Mathematics, Physics, Political Science, Psychology, Sociology-Anthropology, and Speech.

The College of Education has seven departments: Education, Educational Administration, Elementary Education, Metcalf Elementary School, Professional Laboratory Experiences, Special Education, and University High School.

In addition to the three colleges noted above, five other departments offer majors leading to degrees: Art, Business Education, Health and Physical Education for Men, Health and Physical Education for Women, and Music.

HISTORY

When the State of Illinois established Illinois State Normal University in 1857, it was the first state-supported institution of higher education in Illinois and the second school for teacher education west of the Allegheny Mountains. The plans of the founders for extending the services of the University were interrupted by the Civil War.

In 1907, the University inaugurated a four-year college program leading to a bachelor's degree. The first graduate work was initiated in 1943, when the University established a five-year program leading to a master of science degree in education. In 1962, the Teachers College Board authorized granting bachelor of arts, bachelor of science, master of arts, and master of science degrees, and approved work for six-year programs and, in some fields, for the doctorate. By Act of the Legislature in 1963, the name of Illinois State Normal University was changed to Illinois State University at Normal. In 1965, the Board of Governors of State Colleges and Universities and the Board of Higher Education approved an expansion of purpose for the University so that the University may offer degrees in liberal arts and sciences as well as in teacher education.

Nine presidents have guided the University during its 107 years of existence: Charles Hovey, 1857-1861; Richard Edwards, 1862-1876; Edwin C. Hewett, 1876-1890; John W. Cook, 1890-1899; Arnold Tompkins, 1899-1900; David Felmley, 1900-1930; Harry A. Brown, 1930-1933; Raymond W. Fairchild, 1933-1954; Robert G. Bone, 1956- .

STUDENTS AND FACULTY

The enrollment at Illinois State University is about 10,000 during the regular session and 4,000 during the summer session. The students come from all

parts of Illinois, a number of other states, and several foreign countries. More than half the students have scholarships.

The faculty numbers more than 700 professors and instructors holding a minimum of a master's degree. Professorial rank and tenure require training of at least 30 semester hours above the master's degree. More than 40% of the faculty members hold earned doctorates.

LOCATION

Illinois State University at Normal is well located for students and faculty members and for future development. At the geographical center of Illinois, the University is easily accessible by state and federal highways (Routes 9, 51, 66, 150, 55, and 74). The Gulf, Mobile, and Ohio Railroad offers convenient train service to Chicago and St. Louis and to cities between. Interstate bus lines connect Bloomington-Normal with nearly every area in Illinois. The Ozark Airlines provide a link by air to the major cities of the Midwest and, via O'Hare Field in Chicago, to the rest of the United States and to foreign countries.

SETTING

The twin cities of Bloomington and Normal have a combined population of about 60,000. The community is occupationally and professionally diversified, and it is economically well balanced. At the center of the great farming area of Illinois, the community has a growing industry and a thriving business. Illinois Wesleyan University, a well-known independent liberal arts college in Bloomington, is only a mile from Illinois State University. Together, the two towns and the two universities provide a wide variety of musical, dramatic, and other culturally stimulating programs. The libraries and the academic meetings of the two universities offer to the students an opportunity for intellectual stimulation and growth beyond that provided by the activities of the classroom.

ACCREDITATION

The University is accredited by the North Central Association of Colleges and Secondary Schools and by the National Council for Accreditation of Teacher Education. The University holds institutional memberships in the American Council on Education and the American Association of Colleges for Teacher Education. The women graduates of Illinois State University are eligible for membership in the American Association of University Women.

USE OF THIS CATALOG

The University catalog is the reference book by which the student works out his graduation requirements. It is particularly important that he study and keep the catalog for the year that he enters the University. For a student in regular attendance during at least one term of each academic year, this particular catalog is the official guide in determining the specific requirements for graduation.

The Campus

With the new University Farm, the present campus covers a total of about 650 acres. The Main Campus, which includes the Mall and all other building sites east of Main Street (Route 51), contains approximately 66 acres. The West Campus, the site of the old University Farm, covers 96 acres just west of Main Street. The new University Farm contains 310 acres. The Golf Course covers 140 acres. Directly north of the West Campus are about 40 acres on which are located Cardinal Court and the Physical Plant Building.

The Mall, the original campus donated by the founders of the University, still has many of the trees planted by Jesse Fell.

BUILDINGS

Cook Hall (1895) contains classrooms and a radio station for campus broadcasting.

Edwards Hall [formerly the Industrial Arts Building (1908)] is used primarily for classes in the foreign languages. Capen Auditorium, which seats 1100, is located in Edwards Hall.

Moulton Hall [formerly University High School (1912)] contains college classrooms and offices.

McCormick Gymnasium (1925) is used by the Department of Health and Physical Education for Women. A new swimming pool was added in 1963.

Felmley Hall of Science (1930) serves the Departments of Biological and Physical Sciences. The large annex (1964) includes greenhouses and a planetarium.

Rambo Home Management Houses (1939) are two complete houses used by the students of the Department of Home Economics.

Milner Library (1940) has more than 250,000 volumes. Two additions—the last in 1964—provide more stacks and reading rooms.

Hovey Hall (1950) houses the central administrative offices of the University.

Fairchild Hall of Special Education (1951) provides for the preparation of teachers of exceptional children. Also located here are the psychological and counseling services, the speech and hearing clinics for college students, and the Rachel Cooper Health Service.

Schroeder Hall (1957) provides offices and classrooms which are used by the Departments of Education, English, Geography, Mathematics, Psychology, and the Social Sciences. A large annex containing lecture halls, laboratories, and classrooms was completed in 1965.

Metcalf Elementary School (1957) contains Hayden Auditorium and

classrooms for kindergarten and grades one through eight. It is a laboratory school for students preparing to teach in the elementary grades. Located here is the closed-circuit television studio for broadcasting on the campus.

Centennial Building (1958) is used for art, music, speech, and dramatic studies.

Horton Physical Education Building (1963) houses the Department of Health and Physical Education for Men and provides facilities for indoor athletic events, including swimming and track and field. Outdoor playing fields are adjacent to the building.

Turner Hall of Practical Arts (1963) provides classrooms and other facilities for the Departments of Business Education, Home Economics, and Industrial Arts.

University High School (1965) provides complete facilities for high school students and serves as a laboratory school for teacher education.

Central School (acquired 1966) was formerly an elementary school building in the local public school system. Temporarily it will be used both for classrooms and faculty offices.

STUDENT HOUSING

Fell Hall (1918) for 258 upperclass women.

Barton Hall (1951) for 213 women.

Dunn Hall (1951) for 213 women.

Walker Hall (1955) for 409 men.

Cardinal Court (1959 and 1965) apartments for 192 married students and families.

Hamilton-Whitten Hall (1960) for 812 women.

Feeney Food Center (1960) for Hamilton-Whitten and Atkin-Colby Halls.

Atkin-Colby Hall (1962) for 812 women.

Wilkins Hall (1964) for 420 men.

Linkins Food Center (1964) for the West Campus residence halls.

Wright Hall (1965) for 420 men.

Haynie Hall (1965) for 420 women.

Hewett Hall (1966) for 772 women.

Manchester Hall (1966) for 800 men.

Vrooman Center (1966) is the food center for Hewett Hall and Manchester Hall.

AUXILIARY BUILDINGS AND GROUNDS

Central Heating Plant (1916) furnishes heat for the entire campus.

University Union (1956) provides facilities for student leisure-time activities.

Carter Harris Physical Plant Building contains shops and offices for the campus maintenance staff.

McCormick Athletic Field is adjacent to the McCormick Gymnasium and includes eight acres equipped for sports and physical education activities.

Hancock Field, for interscholastic football, is just east of the Horton Physical Education Building.

University Farm includes 310 acres of improved land.

University Golf Course is an eighteen-hole course maintained by the University for physical education classes, intramural and collegiate matches, and the community. No greens fee is charged for class or intramural use, but a fee is charged for other uses.

Admission, Orientation, and Registration

GENERAL REQUIREMENTS FOR ADMISSION

The general requirement for admission is graduation from an approved high school with an academic record and American College Test (ACT) scores meeting the minimum standards of the University. Consideration for admission is extended to those applicants who are well qualified to benefit from the educational opportunities at Illinois State University. The Committee on Admissions considers many factors in evaluating an applicant's preparation and readiness for college. Among these are high school program of studies, high school ranking, standardized test scores, recommendations of high school personnel, previous college work, and personal qualities. Although specific subjects in high school are not required for consideration for admission, it is highly recommended that each student present a strong academic program in order to be prepared to compete with the well qualified students admitted. In addition to four years of English, it is suggested that a student's program contain as much mathematics, science, foreign language, and social studies as possible. Furthermore, a student is wise to take high school subjects which will provide a good foundation for the program that he plans to follow in college.

ADMISSION PROCEDURES

Each student must make his own application for admission. He may secure the necessary application forms by writing to the Office of Admissions and Records, Illinois State University, Normal, Illinois, 61761.

The prospective freshman or transfer student must complete the application form, keep it together in the pre-addressed envelope and send it to the high school from which he will be graduated or—for the transfer student—from which he has been graduated. The high school will then complete its part of the application and send it directly to the Office of Admissions and Records. In addition, the transfer student must submit transcripts of all previous college or university work plus a recommendation from the dean of men or the dean of women of the last college or university attended.

Applications for new students entering as beginning freshmen will be processed on a time schedule, based on the students' high school ranks and American College Test scores (ACT), as listed below. Applications for those students who meet admission requirements will ordinarily be processed within two weeks of the receipt of the completed application and the student will be notified of the action taken. After receiving a "Notice of Eligibility," a student may apply to the Housing Office for residence hall space or help in locating

off-campus rooms. A "Notice of Eligibility" does not guarantee space in a residence hall.

Each application for admission must be accompanied by a non-refundable fee payment of \$15.00.

An applicant who has been approved for the fall semester must make a non-refundable payment of \$36.50 to receive his official "Notification of Acceptance." This payment will apply to the regular fees charged at registration time. This fee is not charged for students applying for the second semester or summer session, nor does it apply to Graduate or Unclassified students.

An applicant may be admitted at the beginning of either semester or for the summer session. The Office of Admissions and Records, however, cannot process any application which does not arrive at least seven days prior to the opening date of a semester or session.

At the time that a student submits an application for admission, the University expects him to indicate his choice of curriculum. If, however, he has not been able to make a choice by the time that he applies for admission, he may indicate that he is undecided about the curriculum that he intends to enter. Before he begins his sophomore year, he must make a choice and indicate a major field. Students admitted to the University before choosing a curriculum will be designated Non-major students.

CLASSIFICATIONS FOR ADMISSION

The University has four classifications for new students entering the University. They are:

- A. Beginning freshman student. A person who has never registered at any college.
- B. Transfer student. A person who has, at some time, registered at another college, whether or not he completed any work.
- C. Unclassified student. A person who wishes to take certain courses to meet a special need or satisfy a personal desire and who does not plan to work toward a degree at this university. This classification is not intended for beginning college students. It is intended for students who have had some college work and wish to strengthen a subject matter field, work for teacher certification, or take a special course for personal reasons.
- D. Graduate student. A person who has completed at least a four-year baccalaureate degree and wishes to do advanced study. He may or may not be interested in earning an advanced degree at this University.

The admission requirements for acceptance for each of the classifications listed above are the same regardless of the semester or session for which a student applies. The time schedule for submitting applications and the specific requirements for each classification are listed below.

AMERICAN COLLEGE TEST REQUIREMENTS

All new beginning students, and transfers who present fewer than 30

semester hours of advanced credit, must present ACT scores, sent directly from the Test Center at Iowa City, Iowa. If Illinois State University had not been specified to receive the scores at the time the test was taken, the applicant must write American College Testing Program, Box 168, Iowa City, Iowa, to request that they be sent. One dollar (\$1.00) must accompany the order. ACT scores listed on high school transcripts are not acceptable.

1. Applications from students ranking in the upper quarter of their high school class may be considered before the test scores arrive.
2. Applications from students ranking below the upper quarter will not be considered until ACT scores have been presented.
3. Regardless of rank or "Notice of Acceptance" a student will not be permitted to register for classes unless ACT scores are on file.
4. Transfer students who present fewer than 30 semester hours of credit must submit ACT scores.

HEALTH EXAMINATION

Each student accepted for admission must file with the University Health Service, before Registration, the results of a physical examination by his family doctor. Special forms for this purpose will be mailed to new prospective students early in the summer. If a student does not receive this form it is his responsibility to write for one. Students who plan to carry six or fewer semester hours are excused from this requirement.

TIME SCHEDULE FOR SUBMITTING APPLICATIONS

A. NEW BEGINNING STUDENTS

Prospective students who are still in high school may apply for admission to the University when they qualify on the basis of rank in high school class and scores on the American College Test as indicated below. Although a student may not apply prior to the date indicated, he may apply any time after the date indicated for his group. Prospective students are encouraged to apply as soon as they meet the specifications involving high school rank and ACT scores.

- I. After six semesters (12 units) of high school work.
 - a. October 1—upper quarter rank, with or without ACT scores.
 - b. November 15—second quarter rank, if ACT composite score on College Bound Norms is 50% or higher.
- II. After seven semesters (14 units) of high school work.
 - a. February 1—second quarter rank.
 - b. February 1—third quarter rank, if ACT composite score on College Bound Norms is 50% or higher.

- III. After eight semesters (16 units plus graduation) of high school work.
 - a. June 1—any student regardless of rank, if ACT composite score on College Bound Norms is 40% or higher.
- IV. All Out-of-State students must rank in the upper half of their high school class and present a composite score on the College Bound Norms of the ACT of 50% or higher. Students ranking below the half-way point cannot be considered on the basis of ACT scores.

B. TRANSFER STUDENTS

- I. Students currently enrolled at another institution will be considered for admission to Illinois State University only during the last regular term of their attendance at that institution.
 - a. A transfer student must present an overall “C” average for all college work completed, and the final transcript from the last school attended must show a statement of “Good Standing.”
 - b. A transfer student must present a favorable recommendation from the Dean of Men or Dean of Women of the last school attended.
 - c. A student who was not eligible for admission directly from high school must present at least 30 semester hours of advanced work with an overall “C” average and “Good Standing.” If the student was eligible for admission directly from high school he may transfer with fewer than 30 semester hours if the above requirements are met.
 - d. After approval for admission, the Office of Admissions and Records will send the student and his academic adviser a statement of how his transferred credit may be used to meet his curricular requirements at Illinois State University.

C. UNCLASSIFIED STUDENTS

- I. Applications may be submitted any time up to seven days prior to the beginning of a semester or session.
- II. Unclassified students must meet the regular requirements for admission as specified for A or B as given above.
- III. If a student does not meet requirements for A or B above and has not attended high school or college during the past three years, he may be granted permission to take six or fewer semester hours of work.
- IV. Students currently enrolled in other colleges or universities and who plan to continue there, may attend a summer session at Illinois State University by submitting a statement indicating their current attendance in “Good Standing” from the school they are attending.

D. GRADUATE STUDENTS: Please refer to the Graduate Catalog.

READMISSION OF FORMER STUDENTS

Students who are returning to the University after a lapse of one semester or more should apply for re-admission through the Office of Admissions and

Records at least seven days prior to the beginning of registration for the session which they wish to attend. The student must indicate on the application if he has been in attendance at another college since last attending Illinois State University. If so, he must submit a Dean's Reference form along with an official transcript.

A former student who is not in Good Standing at Illinois State University must clear his status with the Dean of the Faculty before he can be permitted to register. It is advisable for the student in this category to contact the Dean of the Faculty several weeks prior to the date of the anticipated return to the University.

ORIENTATION DAYS

The purpose of orientation is to introduce new students to life on the campus. In 1967, these days are September 11-15 except for those students who attended orientation days during July, 1967. Orientation days provide time for lectures, discussions about college work, registration, and social events. Faculty members and selected upper-class students meet with groups of new students to give them the information that they need.

REGISTRATION

Registration days for the first semester are September 11-14, 1967. The second semester registration takes place on January 29-February 1, 1968. For both semesters, students register according to a published time schedule. Each student must register in person.

A student who will have completed 75 semester hours or more by the end of the semester in which he is enrolled will be pre-enrolled for the next semester if he presents his approved program to the Registration Office by the deadline date specified each semester in the printed schedule of classes.

Students may not register after Saturday, September 23, 1967, for the first semester, or after Saturday, February 10, 1968, for the second semester.

Costs and Living Accommodations

FEES

ADMISSION

Each student must pay an application fee of \$15.00 at the time he applies for admission. This fee is non-refundable in every instance.

Admission fee\$15.00

REGISTRATION AND OTHER FEES

Each student must pay his registration fees at the time that he registers. If he has not paid his fees, textbooks will not be issued and he will not be admitted to classes. *These fees are subject to change without notice because action regarding them may be taken after the publication of this catalog.*

TEXTBOOK SERVICE FEE

The textbook service fee covers the rental of textbooks used in courses at the 100 and 200 level. Textbooks for courses at the 300 and 400 level are to be purchased by the student.

FEES FOR EACH SEMESTER—RESIDENTS OF ILLINOIS

For students who register for more than six semester hours

Registration fee	\$ 60.00
*Activity fee	16.00
**Student insurance	8.50
University Union fee	11.00
Recreational facilities fee	9.00
Textbook Service fee	8.00
	<hr/>
	\$112.50

For students who register for six semester hours or less

Registration fee per semester hour.....	\$ 9.00
Textbook Service fee	2.50
(Activity, student insurance, University Union, and recreational facilities fees are not charged)	

For auditors (students who take courses without credit)

Registration fee per semester hour.....	\$ 9.00
Maximum charge	60.00

* The activity fee pays for class dues, for the school paper and the school annual, for intramural recreation, for admission to school activities such as athletic events, musical programs, lectures, dramatic productions, and forensic events.

** This was the charge for the second semester 1966-67. See p. 20. The charge for the second semester of 1967-68 will be \$9.00.

FEES FOR EACH SEMESTER—OUT-OF-STATE STUDENTS

Non-resident registration fee, for more than six semester hours	\$145.00
Activity fee	16.00
* Student insurance	8.50
University Union fee	11.00
Recreational facilities fee	9.00
Textbook Service fee	8.00
	<hr/>
	\$197.50
Non-resident registration fee, six hours or less, per hour	23.00
Textbook Service fee	2.50
(Activity, student insurance, University Union, and recreational facilities fees are not charged)	

A student under 21 years of age is a non-resident if his parents are not legal residents of Illinois. A student over 21 years of age is a non-resident if he is not a legal resident of Illinois at the time of registration. The Director of Admissions and Records is responsible for applying the out-of-state fees.

FEES APPLICABLE UNDER SPECIAL CONDITIONS

Graduation fee (bachelor's degree)	\$10.00
Late registration fee (after scheduled registration days)	10.00
Late examination fee	1.00
Locker and towel fee for students in physical education courses	1.00
Change of program fee (charged beginning September 15, 1967, for the first semester and February 2, 1968, for the second semester)	5.00
Outdoor Education fee	14.00

STUDENT HEALTH AND ACCIDENT INSURANCE

By action of the governing board, each student is assessed a fee to purchase a student health and accident insurance policy. This policy provides for all reasonable hospital expenses beginning with the first dollar and extending to a maximum of five hundred dollars, 80% of any required expense for a surgeon, and a major medical expense benefit of up to five thousand dollars for any one accident or period of sickness. The cost of this insurance for the second semester of 1966-1967 was \$8.50. Because the contract for furnishing this insurance is negotiated annually in order to secure coverage at the lowest possible cost to the student, *the fee for 1967-68 may change.**

Coverage for a student's eligible dependents may be obtained at an additional cost in the Office of Student Financial Aids at the time of registration.

* The insurance fee will be \$9.00 for the second semester, 1967-68.

Each student may exercise an option to continue this insurance during the summer months even though he is not enrolled in the University.

REFUNDS

If a student makes an official withdrawal from the University within a specified time period, the fees for registration, student insurance, and textbook service will be refunded. The fees for the University Union, student activities, and recreational facilities, however, are not refundable.

No refund will be made to a student who withdraws after September 25, 1967, for the first semester, or February 12, 1968, for the second semester.

LIVING COSTS AND ACCOMMODATIONS

Inquiries about housing should be addressed to the University Housing Office.

ON CAMPUS

The current rate for board and room in residence halls for men and women is \$440 per semester. The University provides all room equipment and linens; the student must furnish his towels, blankets, and bedspread.

Housing facilities for married students include 122 one-bedroom and 70 two-bedroom apartments. One-bedroom units rent for \$65 per month; two-bedroom units rent for \$75 per month.

The University reserves the right to alter rents and residence hall charges at the beginning of a semester or a summer session, but it will not do so without giving the students notice of the proposed change.

OFF CAMPUS

All full-time undergraduate single students under the age of 21, not living in their own homes, with relatives, or in University residence halls are required to live in University-approved housing in the Bloomington-Normal community. The Office of University Housing maintains lists of approved houses.

When space has been reserved in an off-campus home, the student and the householder sign a rooming agreement which defines the terms and conditions of the rental.

Rates for rooms range from \$7.50 to \$10.00 per week. Meals served in the community average \$20 per week. In some homes, students may have cooking privileges.

ESTIMATED TOTAL EXPENSE

Because the University is state supported, the cost of attendance is relatively low. Estimated total expense for two semesters is approximately \$1450. For the many students who have scholarships or receive some financial aid, the total expense may be somewhat less than the estimate above.

Scholarships and Financial Aids

STATE SCHOLARSHIPS

Recognizing the value of education to the individual and to society, the State of Illinois grants many scholarships to able students who wish to continue their education.

THE STATE TEACHERS EDUCATION SCHOLARSHIPS are made available by legislative enactment to selected high school graduates who agree to take courses that will prepare them to teach. To be eligible, a student must rank in the upper one half of his high school graduating class. Scholarships are available in each high school in Illinois. The scholarship may be used until a student graduates from college, but it is not valid for more than four years of attendance within a six-year period. A high school senior should ask his high school principal or counselor about this scholarship. This scholarship covers the Registration and Activity fees for each semester and summer session.

THE STATE TEACHER EDUCATION SCHOLARSHIPS FOR TEACHING HANDICAPPED CHILDREN are made available by legislative enactment to selected high school graduates who agree to take courses that will prepare them to teach handicapped children. There are 250 of these scholarships available each year. To be eligible, a student must be in the upper one half of his high school graduating class. The scholarship may be used until a student graduates from college, but it is not valid for more than four years of attendance within a six-year period. A high school senior should ask his principal or his counselor about this scholarship. This scholarship covers the Registration and Activity fees for each semester and summer session.

THE STATE SCHOLARSHIP COMMISSION PROGRAM has made higher education available to a number of well-qualified high school graduates in Illinois. Examinations for these scholarships are given at designated places in the state. These scholarships are awarded to high school seniors on the basis of the examination and the student's high school record. The amount of the award is based on computed financial need. If a student is not in financial need, he will be granted an honorary award.

This scholarship may be used in any Illinois college or university. After each satisfactory year in college, the holder of a scholarship may renew it until he receives the bachelor's degree.

THE STATE SCHOLARSHIP COMMISSION "UPPER-CLASS" PROGRAM is available to students who have been in residence at least one full semester and have two or more semesters remaining to complete graduation requirements. The applicant must be a resident of the State of Illinois at the present time, and have at least a "C" average. The awards are based on the financial need of the student and a financial statement from the parents or guardian is required. Application blanks may be secured in the Office of Financial Aids between May 1 and October 1 each year. The scholarship is for full tuition and fees. Students who are holders of any other State Scholarship listed in this section (except the State Teacher Education Scholarship) are not eligible.

STATE MILITARY SCHOLARSHIPS. During any semester or summer session when a veteran is not receiving Federal benefits, he may avail himself of the provisions of the State Military Scholarship Law, provided he has an honorable discharge and was a resident of the State of Illinois at the time he entered military service. These scholarships, which cover Registration and Activity fees for four years at the state supported universities only, are administered through the Office of Admissions and Records.

COUNTY SCHOLARSHIPS. Legislation enacted in 1963 provides for the awarding of two scholarships annually in each county. These scholarships, covering registration and activity fees, may be used at Illinois State University or at one of the other state-supported universities. These scholarships will be awarded on the basis of a competitive examination. A student may obtain an application from the Superintendent of Schools of the county in which the student lives.

STATE TALENT GRANTS. Freshmen and transfer students who plan to participate in inter-collegiate competition or display talents in the areas of music, debate, athletics, art, student publications, agriculture or theater, are eligible to be considered for State Talent Grants. Persons with proven talents in high school should contact the Office of Student Financial Aids or the University department head responsible for the talent area of interest, for consideration.

If a student holding a State Scholarship does not plan to attend during consecutive semesters, he should notify the Office of Admissions and Records and apply for a leave of absence in order to protect his full right to aid. State military scholarships may be used by students enrolled for residence credit or in extension; other state scholarships may be used only by persons enrolled for residence credit.

UNIVERSITY SCHOLARSHIPS

The University Financial Aids Committee supervises the granting of some scholarships to worthy students in the fall and the spring of each academic year. To be eligible for one of these scholarships, a student must have been in attendance at the University for one semester, have a 2.75 grade point average, and give evidence of financial need. Students seeking scholarship aid for the academic year beginning in September should make application to the Office of Student Financial Aids between April 1 and July 1.

High school seniors, transfer students, and graduate students who plan to major in special education, however, may apply for scholarships before their first enrollment in the University. The dates for applications are from March 1 to June 1 for the following school year.

THE ILLINOIS CONGRESS OF PARENTS AND TEACHERS SCHOLARSHIPS are available to students in any curriculum and are awarded for one school year. They range in value from \$50 to \$300 depending on the student's financial need.

ILLINOIS CONGRESS OF PARENTS AND TEACHERS SCHOLARSHIPS are available to students in special education and are awarded for a one-year period of time. They range in value from \$50 to \$300 depending on the student's financial need.

THE GALLEY AWARDS are provided by the Watson Galley Eye Foundation. There are two awards of \$180 available to students pursuing work in sight saving.

THE RAYMOND W. FAIRCHILD MEMORIAL AWARD is given to an outstanding athlete and student upon the recommendation of the Athletic Board. The grant is made available through contributions of the many friends of Dr. Fairchild, President of Illinois State Normal University from 1933 until 1955.

THE BLOOMINGTON WOMAN'S CLUB AWARD for \$100 is granted to a junior or senior woman and awarded during the fall semester.

THE RICHARD F. FEENEY SCHOLARSHIPS are available to sophomores, juniors, and seniors with at least a "B" average. Funds for these awards are given to the University by Mr. and Mrs. Richard F. Feeney of Yorkville, Illinois.

THE JUNIOR WOMEN'S CLUB AWARDS are available to students in special education. The funds for these scholarships are given to the University by the Illinois Federation of Junior Women's Clubs.

THE CHICAGO WOMAN'S IDEAL CLUB SCHOLARSHIPS for \$180 are available to sophomore women every third year. The last grants were made in 1964. To be eligible, a student must have at least a "B" average. Scholarships are renewable for the junior and senior years.

THE COUNCIL FOR THE HANDICAPPED AWARD provides several \$1,000 scholarships to junior students in certain areas of special education. The students must be interested in teaching in the south suburban area of Chicago.

THE ALUMNI AWARDS are given by Illinois State University Alumni Association. The number of awards granted and the amount of each may vary from year to year, depending upon the amount of money made available by the Foundation-Alumni Fund.

THE 17TH DISTRICT ILLINOIS FEDERATION OF WOMEN'S CLUB AWARD is a scholarship of \$100 available to a student from one of the five counties in the 17th district—Ford, Livingston, Logan, McLean, and Woodford. In some years an additional \$100 award is available from each county.

THE HELEN K. RYAN SCHOLARSHIP was established by the contributions of Miss Ryan's many friends. Miss Ryan was a graduate of Illinois State Normal University, a field representative for the Illinois Education Association, the Illinois representative to the National Education Association, and at the time of her death she was president of the I.S.N.U. Alumni Association. The scholarship varies in amount depending on available funds but is usually not less than \$100.

THE MARTHA R. GREGORY MEMORIAL SCHOLARSHIP fund was established in her name by her husband, Mr. Carl Gregory. Mr. Gregory graduated from Illinois State Normal University in 1931, and was a teacher and principal in the public schools of Illinois for thirty-six years. The amount of the scholarship is approximately \$400 per year. Students from Roxanna High School will be given first preference, and students from Madison County may be considered if there are no other qualified applicants.

THE MARK E. HATTENHAUER MEMORIAL SCHOLARSHIP was established by friends and colleagues of Mr. Hattenhauer from Bellwood, Illinois, and School District No. 88. Mr. Hattenhauer was superintendent of schools in Bellwood, Illinois, for thirty years, and graduated from Illinois State Normal University in 1929. The scholarship amounts to approximately \$80 per year and any qualified student may apply.

THE KATHERINE MCGORRAY MEMORIAL SCHOLARSHIP was a grant to the University Foundation by Mrs. McGorray at the time of her death. Mrs. McGorray graduated from Illinois State Normal University in 1892. The grant is approximately \$150 to \$200 per year, and any student in a teacher education curriculum may apply.

FOREIGN STUDENT TUITION SCHOLARSHIPS

Each year the University will award a limited number of scholarships to graduate and undergraduate students who are citizens of other countries or foreign refugees. These scholarships pay the registration fee for the recipient. The awards are based on the academic record, potential, and financial need of the students. Students desiring further information should include letters of inquiry with applications for admission to the University.

DEPARTMENTAL AND OTHER SCHOLARSHIPS

University departments, campus organizations, and individual donors offer several scholarships. To apply for one of these, the student should write directly to the person or group indicated in the descriptions below, not to the University Student Financial Aids Committee. The criteria for granting these scholarships are determined by the donors or by the committees in charge.

THE ART SCHOLARSHIPS, several of \$100 each, are available to entering freshmen in the Department of Art. They are awarded to talented high school seniors who need financial aid in beginning college careers. Applicants submit a portfolio of unframed original art work, a record of high school grades, and at least two letters of recommendation. One letter must be from an art teacher, principal, or guidance counselor. These scholarships are administered by the Art Department Scholarship Committee. Applications must be received by March 1 of the preceding school year.

THE HAROLD ELLIOTT-FORD MOTOR COMPANY FUND SCHOLARSHIP of \$100 is to be awarded annually to a senior student majoring in agriculture. This scholarship is made available by Mr. Elliott, from Cropsey, Illinois, as a result of an award from the Ford Motor Company Fund for farm management efficiency. Applications may be secured in the office of Student Financial Aids after October 1, and must be returned by October 25.

THE MAE WARREN FEENEY HOME ECONOMICS AWARD is made to a sophomore, junior, or senior woman majoring in home economics. The student must have at least a "C" average and demonstrate financial need. The scholarship is worth approximately \$200 each year. Application should be made directly to the Head of the Department of Home Economics.

THE JESSIE E. RAMBO AWARD of \$100 is made to a junior in the Department of Home Economics each year near the end of the second semester. This award, which covers school fees for the senior year, is made on the basis of scholarship, personality, evidence of leadership, participation in campus activities, and probable success in teaching home economics. The award is made possible by the interest and generosity of Miss Jessie E. Rambo, former Director of the Department of Home Economics of Illinois State University. Students should apply to the Head of the Department of Home Economics.

ILLINOIS PRODUCTION CREDIT ASSOCIATION SCHOLARSHIP, for \$150, is awarded each year to a student majoring in the Department of Agriculture. The award is based on academic excellence, financial need, and participation in departmental and University activities. Applications should be directed to the Office of Student Financial Aids or the Head of the Department of Agriculture, from October 1 to October 25.

THE GLENN BROWN FARMS SCHOLARSHIP of \$150 is awarded each year to a student majoring in Agriculture. This scholarship is granted to the University by Mr. Glenn Brown of Springfield, Illinois. Applications may be secured in the office of Student Financial Aids after October 1 and must be returned by October 25.

THE GLENN E. HEXTELL AGRICULTURE SCHOLARSHIP in the amount of tuition and fees for the school year is available to a student majoring in Agriculture. The award is based on financial need, academic achievement, and faculty recommendations. The funds for this scholarship are donated by Mr. Glenn E. Hextell, a major in Agriculture, who graduated from Illinois State Normal University in 1951. Applications should be made between October 1 and October 25 each year at the Office of Student Financial Aids. The Department of Agriculture selects the recipient.

THE CHILDREN'S THEATRE SCHOLARSHIP, for \$100, is offered by the Children's Theatre of Normal, Illinois. It is awarded to a student chosen on the basis of worthiness, activity in dramatics, and financial need. Students should apply to the Director of the Children's Theatre.

THE LATHROP MEMORIAL AWARD, for \$200, is available to a senior who wishes to continue as a graduate student in the Department of Geography. The selection is made by the staff of the Department of Geography on the basis of scholarship, good character, evidence of interest in teaching geography, and financial need. The award is a memorial to Dr. Harry O. Lathrop for his outstanding contributions to the community, to the University, and to the field of geography.

THE BLACKFRIAR AWARDS are presented each semester to four upperclass men. Applicants for these awards must have a scholastic average of "C" or better. The recipients are chosen by a committee comprised of three faculty members and three student Blackfriar members. The recipients are in no way obligated to the Blackfriar organization. Application is made directly to the Blackfriar organization.

THE LOWELL MASON AWARD of \$100 is presented in the spring to a deserving sophomore or junior in the Department of Music. It is designed to aid a student in music who has actively participated in campus and music organizations. A committee composed of the Head of the Department of Music, Faculty Adviser of the Lowell Mason Club, and a school administrator, selects the recipient from application letters received in the spring. Application should be made to the Head of the Department of Music.

THE ORCHESIS SCHOLARSHIP of \$100 is available to a student enrolled in dance education as a second field. Applicants must have been active in Orchesis for one year, have a "B" average in dance courses, and have junior or senior standing when the scholarship is used. The Orchesis Scholarship Committee of the Department of Health and Physical Education for Women will administer the scholarships and select the recipient. Application should be made to the Head of the Department of Health and Physical Education for Women.

THE ERMA IMBODEN MEMORIAL AWARD is made each year to a student teacher in Metcalf School. The formation of this fund was sponsored by the Metcalf Parent-Teacher Association. The award is made possible through contributions by the many friends of Miss Imboden, who for many years was a supervising teacher in the Metcalf School. Applications should be made directly to the President of the Metcalf P.T.A.

THE STELLA V. HENDERSON MEMORIAL AWARD is made available annually to a graduate student through the interest of Kappa Delta Epsilon, Kappa Delta Pi (both honorary education societies), and friends of Dr. Henderson, an alumna and faculty member of the University. Dr. Henderson's particular contribution was in the field of educational philosophy. Students should contact the faculty adviser of Kappa Delta Pi or the Dean of the Faculty for further information.

THE FACULTY WOMEN'S CLUB SCHOLARSHIP, for \$100, is in honor of the men and women of Illinois State University who served in World War II. It is awarded to an out-standing junior for scholarship, character, and leadership. Application should be made directly to the President of the Faculty Women's Club.

THE GOLDEN JUBILEE SCHOLARSHIPS of \$250 each are awarded to high school seniors who plan to prepare for teaching. These are made available by the Illinois Congress of Parents and Teachers. They are granted to persons with high scholastic standing, good health and character, leadership, and a willingness to teach. One scholarship is given each of the 33 P.T.A. districts in Illinois and may be renewed each year for students who qualify. District P.T.A. committees select the recipients. High School seniors should ask their principals about these scholarships. Applications must be filed before March 15.

THE ALICE L. EBEL SCHOLARSHIP FUND. The purpose of this scholarship is to encourage undergraduate and graduate students to participate actively in political organizations. The selection will be made by a committee composed of the sponsors of the University political organizations and the campus representative of the Illinois Citizenship Clearing House. Applications should be made to Miss Alice L. Ebel.

THE O. LILLIAN BARTON SCHOLARSHIP FUND was established in 1958 by the women of Barton Hall and the friends of Miss Barton. The amount of the award is approximately \$50, and it is granted to assist senior women with their expenses while they are student teaching off campus. Application blanks may be obtained between October 1 and October 25 at the office of the Dean of Women.

THE GARRET VAN AUSDALL MEMORIAL SCHOLARSHIP, in an amount not to exceed \$50, is sponsored by the Men's Residence Halls, who received contributions from various individuals and organizations. Mr. Van Ausdall was a graduate counselor in Dunn Hall at the time of his death in 1963. Qualifications and procedures for applying may be obtained from the Director of the Men's Residence Halls.

LOAN FUNDS

THE STUDENT LOAN FUND provides low-interest loans up to \$150 to any University student, graduate or undergraduate. A student may obtain information at the Office of Student Financial Aids. Several philanthropic organizations and several individuals have contributed to this loan fund over a period of years. Most of the student loan funds are derived from the following:

THE ANNIE LOUISE KELLER LOAN FUND of \$150 was raised by students and faculty as a memorial to Miss Keller, a former student of Illinois State University, who gave her life protecting the lives of all her pupils in a rural school in Greene County during a tornado on April 7, 1927.

THE ILLINOIS CONGRESS OF PARENTS AND TEACHERS FUND of more than \$3000 is the result of the contributions to the Student Loan Fund by various P.T.A. groups throughout the State of Illinois.

THE GLADYS WATTS MEMORIAL FUND was established in memory of Gladys Watts, a former student at Illinois State University.

THE C. C. BYERLY AND ROY M. CLARK MEMORIAL FUND was contributed to the University by the Illinois Bookmen's Association.

THE WILLIAM SMALL STUDENT LOAN FUND was established in his name by the Kappa Chapter, Professional Bookmen of America.

THE FACULTY WOMEN'S CLUB FUND provides loans for women students who meet the standards required by the Club. No student may borrow more than \$200. The Office of the Dean of Women will furnish information about these loans.

THE FEDERAL STUDENT LOAN PROGRAM

The University provides financial assistance through participation in the National Defense Student Loan Program under Title II of the National Defense Education Act of 1958, Public Law 85-864. This program, nationwide in scope, provides low-interest loans to students and makes special provisions for student

borrowers who later enter the teaching profession at either the elementary, secondary or higher education levels. Any student who is admitted to the University, and who plans to register as a full-time student, is eligible for this loan. The amount of any loan is determined by an analysis of the financial need of the student. The Office of Student Financial Aids will provide the information.

EDUCATIONAL OPPORTUNITY GRANTS. Outright federal grants to students with exceptional financial need are authorized by the federal government. All federal loan applications are automatically considered for eligibility for this grant. It is based on the analysis of the financial need of the student. The Office of Student Financial Aids will provide additional information.

STATE GUARANTEED LOAN PROGRAM. Loans are made available to families with combined adjusted income of less than \$15,000 per year through the Illinois State Guaranteed Loan Program. These are low interest loans made possible through federal government interest subsidy. Full-time students who are residents of Illinois are eligible. Applications for this program can be initiated either at a local participating bank or at the Office of Student Financial Aids at the University.

PART-TIME EMPLOYMENT

Many widely varied opportunities for work are available to students who need to earn a part of their expenses while they are enrolled in college. Part-time employees may earn from \$5 to \$20 a week, the amount depending on the student's skills and enterprise. Employment is made available through the Federal Work-Study Program for students with exceptional need. The Office of Student Financial Aids will furnish additional information concerning part-time employment.

Student Life

CULTURAL OPPORTUNITIES

The University feels a distinct responsibility to provide for the cultural growth of its students outside the classrooms. Each year the Entertainment Board, composed of students and faculty members, brings many of the finest musicians, dancers, lecturers, and stage personalities to the campus. The Board also sponsors the Arts Theatre, featuring American and foreign film classics.

The University Museum has many historical and scientific collections among which are prehistoric Illinois Indian artifacts, a pioneer kitchen, and materials for natural history. Also in Milner Library, the Carnegie Room has a collection of recordings of classical music and literary readings. The art galleries in the Centennial Building, the University Union, and Milner Library provide ample space for hanging student paintings and exhibiting art collections on loan to the University.

Seeking to stimulate student interest and growth, the departments of the University bring outstanding scholars, artists, and scientists to the campus for lectures, seminars, and conferences.

STUDENT ORGANIZATIONS AND ACTIVITIES

In its social functions the University encourages good social usage and seeks informally to teach poise and dignity. The organizations and activities of the students have been developed by the students with the cooperation of the faculty. These organizations and activities provide various ways in which students may participate effectively in the affairs of the University.

Since the founding of Illinois State University, social fraternities and sororities, even of a local nature, have not been a part of student life. The University maintains that, without these organizations, it can better achieve its main purpose and that students can participate more effectively in the life of the whole University. This policy does not, of course, have any bearing on scholastic or departmental honor societies or on their activities.

STUDENT SENATE

The Student Senate is the foremost elected and representative body of the students. The President, Vice-Presidents, Secretary, Undersecretary, and Treasurer are elected by the student body at large and the Senators by their housing districts. The functions of the Student Senate are to formulate plans for improving the conditions and character of student life and to make recommendations to the administration. The Senate has the responsibility of submitting to the President of the University the names of students to be considered for appointment to the student-faculty boards. The Senate also supervises all-school elections.

STUDENT PARTICIPATION IN THE AFFAIRS OF THE UNIVERSITY

In addition to the Student Senate which serves as the voice for the student body and which may be advisory in matters of University policy, there are many official University Boards upon which students, faculty, and administrators share in the study, advisement, and in some instances the proposal of policy on matters of highest import to the student body. Any student may petition the Student Senate to serve on any of these Boards and is encouraged to do so in order to share the stimulating experiences only such participation can offer.

UNIVERSITY CLUB

Every undergraduate man becomes a member of the University Club when he registers at the University. The Club promotes good fellowship among the men on the campus, encourages men to come to the University, and supports University enterprises, especially those in which men are interested. The University Club sponsors a program of social events on the campus.

ASSOCIATION OF WOMEN STUDENTS

Every undergraduate woman is a member of the Association of Women Students. Through its various committees, the Association makes it possible for women of the student body to function as a unified group. Everything that touches the life of women of the University is of interest to the Association. Every woman student may be allied with some committee engaged in promoting special activities in the interest of the entire group.

CLASS ORGANIZATIONS

Each of the four undergraduate classes elects a president, vice-president, secretary, and treasurer. In each class these officers with the faculty consultant and students that are nominated by petition form an advisory and legislative board which directs the affairs of the class. Among the events are the traditional Sophomore Cotillion and the Junior-Senior Prom.

RESIDENCE ORGANIZATIONS

Each University residence hall has a student government consisting of elected officers and representatives who serve on hall committees and councils. Projects or items of common interest among the halls are shared through the non-legislative Inter-Hall Council. Women students living off-campus are organized into the Women Off Campus (W.O.C.) organization. The Co-op Council coordinates programs for men's and women's co-op houses.

RELIGIOUS ORGANIZATIONS

In the belief that religion contributes to a stable philosophy of life and that this philosophy, in turn, gives greater meaning and value to a student's life and work, the University has encouraged both denominational and interdenominational student religious activities.

On-Campus Religious Organizations
Apostolic Christian Bible Class

Baha'i World Faith Group
 Baptist Student Union
 B'nai B'rith Hillel
 The Campus Crusaders (Christian Church)
 Canterbury Club, for Episcopal students
 Chi Alpha, for Assembly of God students
 Christian Science Organization
 Evangelical-United Brethren Fellowship
 Gamma Delta, for Lutheran students
 Inter-Varsity Christian Fellowship
 The Navigators (Interdenominational Protestant)
 Newman Club, for Catholic students

Religious foundations sponsored by churches

Canterbury House (Episcopal)

United Campus Christian Foundation (Presbyterian, Christian,
Evangelical and Reformed, Congregational)

Wesley Foundation (Methodist)

Local churches of several other denominations have developed programs and activities for college students.

DEPARTMENTAL AND CAMPUS CLUBS AND HONORARY SOCIETIES

Most departments in the University sponsor departmental organizations for their students. To recognize students who make outstanding college records, many departments also sponsor honorary societies. Some clubs have interest for students from various departments.

Departmental and campus clubs include

Association for Childhood Education	La Estudiantina
Big 4 Dance Committee	Le Cercle Francais
Blackfriars	Lowell Mason Club (music)
Delta Omicron (music for women)	Mathematics Club
English Club	Men's Physical Education Club
Eta Sigma Phi (Latin)	National Association for the Advancement of Colored People
Forensic Union	Naturalist Club
German Club	ODIGA (geography)
Home Economics Club	Peace Corps/ISU
Industrial Arts Club	Phi Beta Lambda (business)
Inter-Group Relations Council	Physical Science Club
International Student Club	Social Science Club
I.S.U. Tutorial Project	Special Education Club
Jesters (drama)	Student Education Association
Junior High School Education Club	Student Psychological Association
	Students for Democratic Society
	Women's Physical Education Club
	Young Democrats
Kappa Phi Mu (Service Club)	Young Republicans

Honorary Societies include

Alpha Beta Alpha — Library Science
 Alpha Lambda Delta — Freshman Women's Scholastic Group
 Alpha Phi Omega — Scouting
 Alpha Tau Alpha — Agriculture
 Delta Phi Alpha — German
 Gamma Theta Upsilon — Geography
 Iota Lambda Sigma — Industrial Arts
 Kappa Delta Epsilon — Education for Women
 Kappa Delta Pi — Education
 Kappa Mu Epsilon — Mathematics
 Kappa Omicron Phi — Home Economics
 Omicron Delta Kappa — Junior-Senior Men's Academic-Leadership
 Society
 Phi Eta Sigma — Freshman Men's Scholastic Group
 Phi Mu Alpha — Music for Men
 Phi Sigma — Biology
 Pi Delta Phi — French
 Pi Gamma Mu — Social Sciences
 Pi Kappa Delta — Forensics
 Pi Omega Pi — Business Education
 Sigma Tau Delta — English
 Theta Alpha Phi — Dramatics
 Theta Alpha Tau — Art

RECREATION AND SPORTS

A balanced program of athletics is prominent in the activity program of the University. With first emphasis on good sportsmanship, University teams have compiled good records in football, cross country, basketball, wrestling, swimming, gymnastics, track, golf, tennis, and baseball. Junior varsity schedules are arranged in football and basketball. Redbird teams play a full schedule of games with the three other members of the Interstate Intercollegiate Athletic Conference (Illinois and Michigan) and with a number of other midwestern rivals.

In addition to intercollegiate athletics for men, the University provides a broad intramural program for both men and women. Because of the excellent facilities and the well-organized schedule of competition, many students take part in intramural sports.

Intramurals for women are sponsored by the Women's Recreation Association, the local chapter of a national organization. The WRA promotes friendly competition in team and individual sports among those living in various housing units and in many other ways encourages cooperative recreational activities for the physical and social development of all college women. For co-recreation, the WRA sponsors gymjams (playnights), Shufflin' Shoes (square dance), Varunas (swim clubs), and an outing club.

Other recreational and sports organizations include

Coryphees — pompon dance group
Gamma Phi — gymnastics
Illinois State Rifles
ISU Flying Club
“I” Club — sports lettermen
Judo Club
Orchesis — modern dance
Redbird Rooters — student pep groups

MUSIC ACTIVITIES

Music is an important experience in life, and it is a necessary part of a teacher's equipment. Illinois State University, recognizing this fact, provides music organizations to enrich the lives of the students and to prepare them to teach similar groups.

Some of the music organizations present programs both on campus and on tour. Each year the Lowell Mason Club presents an operetta on campus.

Music organizations include

Chamber Orchestra	Treble Chorus
Concert Band	University Choir
Marching Band	University Symphony Orchestra
Men's Glee Club	University Women's Chorus
Stage Band	Varsity Pep Band

Membership in these organizations is open to all University students who can qualify.

SPEECH AND DRAMATIC ACTIVITIES

In addition to regular course work in speech, the Department of Speech offers all University students an opportunity to participate in intercollegiate forensic activities. Student orators compete annually for the medal offered to the best speaker in the public speaking division of the Edwards Medal Contest. Illinois State University also schedules a large number of off-campus tournaments in oratory, extempore speaking, and debate. The forensic activities are coordinated by the University Forensic Union, which is affiliated with the Illinois Intercollegiate Oratorical Association, the Illinois Intercollegiate Debate League, the National Forensic Association, and the national honorary society, Pi Kappa Delta.

As a part of the work of classes in interpretative reading, the Department of Speech gives students an opportunity to participate in reading programs. Various community organizations make frequent requests for student programs. For those interested in reading poetry, participation in the annual Edwards Medal Contest is held in high esteem. A medal is presented to the student chosen as the best reader of poetry.

Extraclass dramatic activity at Illinois State University is under the auspices of the University Theatre. Major plays are presented each year, and

participation is open to all students of the University. The University Theatre, in cooperation with the Children's Theatre of Normal, produces annually a well-known children's play, and University students are encouraged to work with the children in this production. Through extraclass dramatic activity, students may qualify for membership in the Jesters, a local dramatic organization, and may accumulate points which will qualify them for membership in Theta Alpha Phi, a national honor society in dramatics.

The Blackfriar organization, composed of men students, produces an original dramatic show each year.

RADIO-TELEVISION FACILITIES

The University has transmitting facilities for closed-circuit radio and television. The student-operated radio station, WGLT, has studios in Cook Hall, and broadcasts to campus residence halls on an eight-hour daily schedule. In addition to the Bloomington-Normal radio stations, WGLT-FM carries daily campus news programs. These stations also broadcast a weekly program of interviews held in the campus studios.

A closed-circuit television studio, located in the Metcalf Elementary School, broadcasts to eight campus buildings. This service provides for multiple section teaching, observation of classes in progress, and the training of students in educational television.

The radio-television services are student-operated; and those who are interested in all phases of broadcasting have an opportunity to contribute to the program.

STUDENT PUBLICATIONS

The University yearbook, the *Index*, is published annually by a student staff.

The Vidette, a semiweekly newspaper, is published by students in order to present important campus news and to reflect student life.

Both publications have repeatedly received national recognition for their high quality. In quarters in the University Union, students who are interested in journalism can get valuable experience in writing, makeup, and editing. For each publication, the Student Publication Committee selects an editor and a business manager; and these, with the faculty sponsor, appoint a staff of assisting editors and reporters.

Campus Cues, a handbook of useful information for new students, is published annually by the University Club and the Association of Women Students.

The Triangle is a magazine of the best student writing. It is published annually by the Department of English and Sigma Tau Delta, an honorary English society.

Orbit is the University undergraduate journal which serves as an outlet for publishing excellent undergraduate papers written to fulfill course requirements.

UNIVERSITY CODE OF STUDENT LIFE

The University expects all its students to accept full responsibility for

maintaining high standards of behavior. Because such standards are in the student's best interest and because the welfare of the University depends to a great extent on the welfare of its individual students, the University holds each student responsible for meeting these standards. Should he fail to meet them, he may be asked to withdraw from the University.

The *Code of Student Life* is an official handbook to record University policies and regulations as set up by student-faculty boards and by faculty and administrative agencies and officers, under the authority of the Board of Governors of State Colleges and Universities which governs Illinois State University. Each student is expected to be familiar with the contents of this handbook.

USE OF AUTOMOBILES AND OTHER VEHICLES

By action of the Board of Governors, Illinois State University has established a system of registration and identification of vehicles owned and/or operated by students in the Bloomington-Normal vicinity. Registration of such vehicles is required of full and part-time undergraduate and graduate students. Vehicles must be registered prior to or at the time they are brought to the campus vicinity. Vehicle registration is provided for during registration each semester or at the University Security Office.

A motor vehicle registration fee is charged and a monetary penalty is assessed, when applicable, for failure to register.

All students receive a copy of "Regulations Applying to Parking and to Vehicle Registration" when they register a vehicle and are expected to adhere to these regulations. Complete information pertaining to motor vehicle and bicycle registration may be obtained from Office of Security and Traffic.

Student Services

GENERAL COUNSELING SERVICES

The purpose of the counseling services is to help the student make a satisfactory adjustment to university life and to realize fully his potential as a college student. Although all the members of the administration and the faculty are involved in this important task, the staff in the offices of the student deans, the counselors in the residence halls, the psychological counseling service, the health service, and other related services have been designed particularly for this task. Counseling relating specifically to academic matters is provided in the classrooms, in the departmental offices, and in the offices of the Dean of the Faculty.

In order to aid students in making early and satisfactory adjustments to the academic and social life of the University, student leaders and faculty members serve as counselors for new students. These counselors represent the departments in which the students plan to specialize, and they meet several times with the students during the first week of school.

In the residence halls for freshman and sophomore women, there are honor residents who have been invited to assist the residence counselors. These honor residents are junior and senior women who have achieved outstanding success in their college careers. In addition, selected graduate students aid the counselors in both the men's and women's residence halls.

The Association of Women Students sponsors a campus-sister program which provides each freshman woman with a junior or senior woman who acts as student counselor.

DEAN OF STUDENTS

The Dean of Students is responsible for the administration and coordination of the student personnel program as it is performed by the offices under his control. Assisting in this program are a number of counselors and specialists in the offices of the Dean of Men, the Dean of Women, the Director of Housing, the Director of the University Union, the Director of the University Health Services, the Director of Student Financial Aids, the Coordinator of Student Activities, and the Coordinator of Foreign Student Services.

DEAN OF WOMEN AND DEAN OF MEN

Experienced counselors in the Offices of the Dean of Women and Dean of Men are available at all times to counsel with students concerning any aspect of University life or any other student concern. These counselors are concerned with the total welfare and educational growth of each student.

Some of the problems that students bring to these counselors are those related to finances, housing, classwork, study habits, part-time employment, and personal matters.

PSYCHOLOGICAL COUNSELING SERVICE

The Psychological Counseling Service, located in Fairchild Hall, is available to University students who need help to avoid, correct, or alleviate difficulties of a personal or an academic nature. In addition, the Psychological Counseling Service provides training for graduate students in the School Psychologist-Counselor curriculum.

UNIVERSITY HEALTH SERVICE

Illinois State University maintains the Rachel Cooper Health Service as an integral part of its services for students. Because good health is essential to the success of a student or a teacher, the Health Service seeks to maintain and promote good physical and mental health among University students.

The Rachel Cooper Health Service and the University Infirmary with 24 beds are located in Fairchild Hall. The University physicians are available for consultation during regular office hours and, in cases of emergency, at other times. A registered nurse is on duty at all hours of the day and night.

HEARING LABORATORY

Service for students with impaired hearing is provided by the Hearing Laboratory in Fairchild Hall. This service includes hearing tests, lip reading, auditory training, and advice concerning hearing aids. Prospective speech correctionists and teachers of the deaf and hard of hearing participate in school hearing surveys, analyses of hearing deficiencies, training for the hard of hearing, and procedures for selecting hearing aids.

READING LABORATORY

The Reading Laboratory administers reading analyses to individuals from surrounding communities and the University. A program of remediation is recommended for each case. Selected pupils who are retarded in reading are provided with reading and spelling instruction.

COLLEGE READING-STUDY CENTER

The College Reading-Study Center is open to all students free of charge. A student may enroll at any time by making arrangements in Schroeder Hall 406.

Attention is given to increasing comprehension and speed in reading, to improving the vocabulary, and to removing problems in spelling, and to building an effective program of study.

SPEECH CLINIC

Students having speech problems may receive counsel and therapy at the Speech Clinic, located in Fairchild Hall. On the basis of the freshman speech checks, the Department of Speech may refer a student to the Speech Clinic or a faculty member may do so. The Speech Clinic also serves as a laboratory for student teachers in speech correction.

VETERANS' SERVICES

The Office of the Director of Veterans' Services is located in the Office of the Dean of Men. The Director advises veterans on matters relating to the provisions established by the Federal Government. In order that the required forms may be completed in time, a veteran should write to the Director before registration.

In the event that a veteran does not qualify for federal financial aid, he may qualify for a State Military Scholarship, which will provide for his university fees. To be eligible for this scholarship, a veteran must present evidence that he was a resident of Illinois when he entered military service. Furthermore, evidence of military service must be presented to the Office of Admissions and Records.

A veteran may receive credit in hygiene and physical education if he has been in continuous, active military service for at least a year. He must present a copy of his discharge form to the Office of Admissions and Records.

The University does not grant college credit for the completion of the college-level General Educational Development Examinations.

Certain dependents of deceased war veterans are entitled to educational benefits from the Veterans' Administration. If a student believes that he may be entitled to such benefits, he should write to the Director of Veterans' Services soon after being approved for admission to the University.

Academic Procedures and Regulations

GRADING SYSTEM

The grades with their value in grade points are as follows:

A	(Passing)	4 grade points per semester hour
B	(Passing)	3 grade points per semester hour
C	(Passing)	2 grade points per semester hour
D	(Passing)	1 grade point per semester hour
F, WF	(Failing)	0 grade points per semester hour
I	(Incomplete)	0 grade points per semester hour
WX, WP	(Withdrawal)	0 grade points per semester hour

A, B, C, or D will be recorded for work which has been given a passing grade.

F will be given to (1) students who withdraw from a course at any time without official permission, and (2) students who are in a course all semester but fail to earn a passing mark.

GRADE POINT AVERAGE

In order to be eligible for a student teaching assignment and for graduation, a student must have a minimum grade-point average of 2.0 (C) in all courses taken at Illinois State University. I, WX, and WP are not counted.

Failures which have not been cleared by repetition of the courses are considered in the total number of semester hours taken in computing the grade-point average. The following illustrates the counting of grade points:

Course	Grade	Sem. Hrs. Enrolled	Sem. Hrs. Earned	Sem. Hrs. Counted for Grade Point Average	Grade Points Earned
		In			
American Government 105	D	3	3	3	3
General Psychology 111	C	3	3	3	6
Fundamentals of Speech 110	A	3	3	3	12
Applied Music 131	I	1	0	0	0
Elective	WP	1	0	0	0
Elective	B	3	3	3	9
Elective	F	2	0	2	0
Beginning Swimming 127	WF	1	0	1	0
		—	—	—	—
		17	12	15	30

The grade-point average is computed by dividing grade points earned by semester hours counted. For the case above, the grade point average is 2.0.

SCHOLASTIC HONORS

UNIVERSITY SCHOLASTIC HONORS

Each spring at Scholastic Honors Day Convocation, Illinois State University honors the three percent of the undergraduate student body having the highest grade-point average. These students must have earned at least 12 semester hours during each of the two preceding semesters. Freshman honors, however, are based on their work during the first semester. Sophomore, junior, and senior honors are based on the two preceding semesters and the intervening summer sessions, if the student attended during the summer.

DEAN'S LIST

This list, prepared each semester, includes the names of students who have completed 12 semester hours or more with all grades of B or better. These students are given honorable mention at the Scholastic Honors Day Convocation each spring.

HONORS AT COMMENCEMENT

Students who have an accumulated grade-point average of 3.80 to 4.00 are graduated with *High Honors*; those with an average of 3.65 to 3.79 are graduated with *Honors*. These students wear a shoulder loop as a part of their academic dress, and their names appear as honor students on the commencement program. All grades earned at this University are counted in computing the grade averages except those earned during the term in which graduation requirements are completed.

HONORS PROGRAM

Illinois State University has an honors program which permits superior students to participate in special sections of a number of University courses. These honors sections are small classes encouraging intellectual interaction between the student and the professor as well as among the students themselves.

Outstanding freshmen are eligible for the honors program on the basis of rank in the high school graduating class and scores on the American College Test. Other students may be eligible on the basis of a superior grade point average.

Each year the Honors Council identifies a limited number of students as Robert G. Bone Scholars. These scholars are selected on the basis of excellent academic achievement and demonstrated leadership potential, good moral character, broad interests and ability, and respect for others.

Students interested in participating in the Honors Program may secure further information by writing to the Coordinator of Gifted Programs at Illinois State University.

SPECIAL OPPORTUNITIES FOR CREDIT AND ADVANCED PLACEMENT

Qualified students may receive college credit, or exemption from some course requirements, on the basis of satisfactory performance on proficiency examinations. A student may secure specific information on proficiency examinations by inquiring at the Office of the Dean of the Faculty.

Certain approved high schools in Illinois offer college-level courses in mathematics. A student who completes these approved courses satisfactorily may receive a total of 5 semester hours of credit in College Algebra and Trigonometry.

Examinations taken in the Advanced Placement Program sponsored by the College Entrance Examination Board will give college credit to those students who have passed one or more advanced placement examinations with grades of 5, 4, or 3, as indicated below. Credit will be allowed in courses most nearly equivalent to the material covered in the Advanced Placement Program.

Advanced Placement

<i>Examination</i>	<i>Score Required</i>	<i>Credit or Exemption Allowed</i>
American History	5, 4, or 3	History of the United States 135 and 136; total, 6 sem. hrs.
Biology	5, 4, or 3	Introduction to Biological Science 100, General Zoology 190, and General Botany 121; total, 11 sem. hrs.
Chemistry	5 or 4	General Chemistry 140 and General Chemistry 141; total, 10 sem. hrs.
	3	Elementary General Chemistry 112, 5 sem. hrs.; or General Chemistry 140, 5 sem. hrs.
English	5	Language and Composition 101 and 102; total, 6 sem. hrs.
	4	Language and Composition 101; 3 sem. hrs.
	3	Exemption, without credit, from Language and Composition 101.
European History	5, 4, or 3	History of Civilization and Culture 124, 3 sem. hrs.; or Modern World Civilization 128, 4 sem. hrs.
Foreign Languages (French, German, Latin, Spanish)	5 or 4	Credit for 115 and 116 in the appropriate language. Maximum credit, 8 sem. hrs.
	3	Exemption, without credit, from 115 and 116 in the appropriate language.

Mathematics	5 or 4	Analytic Geometry 112, Calculus 115 and 116; total, 12 sem. hrs.
	3	Analytic Geometry 112 and Calculus 115; total, 8 sem. hrs.
Physics	5, 4, or 3	Elementary Physics 157 or General Physics 170 or 180; 5 sem. hrs.

A student who has taken Advanced Placement Program examinations should request that his scores be sent to the Office of Admissions and Records.

The total credit allowed through proficiency examinations and the Advanced Placement Program may not exceed sixteen semester hours.

JUNIOR YEAR ABROAD

In keeping with the tradition of a liberal education, Illinois State University encourages qualified students to consider a junior year abroad. The purpose of the junior year abroad is to enable the student to gain a direct understanding of the intellectual and cultural achievements of another country. In this way, the junior year abroad may contribute toward intelligent citizenship in the world community.

Illinois State University is not limited by established affiliations with individual foreign institutions. A greater flexibility and range of choice is possible through the selection of approved institutions with programs designed to accommodate the special needs of the student. A student interested in earning academic credit through study abroad during the junior year should plan carefully with his department head during the sophomore year. Further information may be obtained from department heads and the Office of the Dean of the Faculty.

SCHOLASTIC REQUIREMENTS

A student must meet both kinds of the following requirements to remain in good scholastic standing:

1. On the cumulative record, students who have taken 1-29 semester hours, inclusive, may have nine fewer grade points than twice the number of hours taken; 30-44 hours, inclusive, six fewer points; 45-59 hours, inclusive, three fewer points. Students who have taken 60 or more semester hours must have twice as many grade points as semester hours, or an average of 2.0 (C). I, WP, and WX are not counted. WF counts the same as F.

2. On the record of each semester, full-time students must have a minimum of eight semester hours and 16 grade points. Students taking fewer than eight semester hours during a regular semester must earn passing grades in all courses.

On the record for the eight-week summer session, a student registered for six or more semester hours must earn passing grades in at least three, and he must earn nine grade points. A student registered for less than six semester hours must earn passing grades.

For courses in post-session or extension, a student must earn passing grades.

SCHOLASTIC PROBATION

Students who fail to meet the above requirements are placed on probation for the succeeding semester or session. Students who are placed on probation a second time are not permitted to continue their studies at Illinois State University until reinstated by the Reinstatement Committee. After the second probation, students are ordinarily expected to wait one year before requesting reinstatement.

MIDSEMESTER REPORTS

At the end of nine weeks, faculty members report all students who are doing unsatisfactory work. These reports serve as guides for counseling students regarding problems in their courses. Through this guidance, the student is aided in improving his academic work.

REPETITION OF COURSES

If a student receives an F (failure) in a course, he should repeat the course as soon as possible if it is required for graduation. When he has repeated the course, only the last grade will be counted in computing the grade-point average.

A student may wish to repeat a course in which he has received a passing grade. In this case, the higher grade only will be counted in computing the grade-point average. A student must secure permission from the Dean of the Faculty to repeat a course more than once.

If a student wishes to remove a failing grade or to raise his grade-point average, he must repeat the course at this University. He can not use the grades at other colleges to replace grades earned at this University.

SELECTIVE RETENTION OF STUDENTS IN TEACHER EDUCATION

In recognition of responsibilities to the schools in which its graduates may teach, the University maintains a program of selective retention of candidates for the teaching profession. This program is designed to operate in such a way that no candidate is recommended for a student teaching assignment or for certification unless he has good character, sound mental and physical health, academic competence in general education and in his teaching fields, and professional skill.

WITHDRAWALS

WX, WP, or WF will be given to students who have received official permission to withdraw from a course. WX is given if the student withdraws be-

fore the quality of the work can be determined; WP, if the student is passing at the time of withdrawal; and WF, if failing. WX cannot be given after the date marking the completion of the first one-half of any course. Official permission to withdraw from a course will not be given after the fourteenth week of a semester or after the sixth week of a summer session. Final dates for official withdrawals from regular courses during the 1967-1968 school year are December 15, 1967, for the first semester; May 10, 1968, for the second semester; July 28, 1967, for the 1967 summer session; and July 26, 1968, for the 1968 summer session. The last day of the seventh week is the final withdrawal date for nine-weeks courses during a regular semester. In a case involving prolonged illness, a student may be permitted to withdraw at a later date if such withdrawal is recommended by the University Health Service.

After the period during which program changes are made, a student must have a conference with the instructor of any course from which he is planning to withdraw. This conference must be held prior to the granting of official permission to withdraw from a course. All students who wish to withdraw from the University should first confer with the Dean of Women or the Dean of Men. In case of accident or illness, which would make withdrawal in the regular way impossible, a letter sent to the Dean of the Faculty explaining the situation will be sufficient. Regardless of the circumstances of withdrawal, the student must provide for the return of textbooks and the student identification card, and must obtain clearance for room and/or board obligations.

F will be given to a student who withdraws unofficially from a course. If a student withdraws from a class or from the University without making arrangements with the Dean of the Faculty, his withdrawal is "unofficial" after three weeks of absence or by the close of the semester, whichever is the shorter time. The Dean of the Faculty will grant an extension of time if the student was unable to make the necessary arrangements before the withdrawal.

INCOMPLETES

An I (incomplete) will be given to a student who is doing passing work but who, because of illness or other justifiable reasons, finds it impossible to complete the work by the end of the semester or session. Unless the student has been in class to within three weeks of the close of the semester or one week of the close of the summer session, and the quality of his work is such that he can complete it through special assignments and examinations, incompletes are not given. Incompletes should be cleared during the next semester or session a student is in school and cannot be cleared after one year has passed.

STUDENT PROGRAM OF COURSES

Heads of departments and their representatives are academic counselors, and they help students in planning their programs of courses.

In each semester of attendance, a student should consult the head of his department about planning a program of courses for the next semester. Before planning his program, a student who is employed must secure a class schedule

permit from the Office of Student Financial Aids if specific hours are to be left free for work.

SCHEDULE OF CLASSES

The schedule of classes, prepared by the Dean of the Faculty, is available during the previous semester so that students in attendance can plan their programs of courses in advance. Each student should expect to have one or more classes on Saturday mornings.

During both semesters, the school day consists of 50-minute periods from 8:00 a.m. to 7:50 p.m. Monday through Friday, and from 8:00 a.m. to 12 noon on Saturday. Each class period begins on the hour. Day classes usually meet as many times as the semester hours offered for the course. Courses with laboratory work meet for double periods for the laboratory part.

Beginning at 4:00 p.m., there are also late afternoon and evening classes meeting for only one weekly session, lengthened to the proper time. There are also Saturday morning classes in one session. These classes are for day students as well as for teachers.

A full-time student is in class approximately 17 periods per week.

CLASS LOAD

A student may carry a maximum of 17 hours each semester. A full-time student usually carries from 15 to 17 hours. A student wishing to carry more than 17 hours in a semester may seek permission to do so from the Head of the Department in which he has his major. The granting of this permission will depend on the student's scholastic record. A freshman may not carry over 17 hours during his first semester.

A person who holds a full-time position may not take more than six semester hours of work per semester.

A student must have the permission of the Dean of the Faculty to take any work, including extension or correspondence, at another college or university at the same time that he is taking work here.

CLASS ATTENDANCE

The attendance policy of the University is based on two principles: first, that students are expected to attend class regularly; and second, that the student is primarily responsible to his instructor in matters pertaining to class attendance. Every student will be held responsible for class attendance and successful completion of his academic work. Attendance regulations are intended to encourage student maturity and are based on the assumption that academic success is the student's primary goal in college.

Students who have been absent because of a contagious disease must report to the University Physician before returning to class. State laws on quarantine and exclusion are strictly enforced.

CLASSIFICATION OF STUDENTS

Students in the curricula leading to the bachelor's degrees are classified as freshmen, sophomores, juniors, and seniors. A student must have completed 30 semester hours to be classified as a sophomore; 60, as a junior; and 90, as a senior.

An unclassified student is one who is not working toward a degree at this University.

AUDITOR

A student may register as auditor in a class or classes if facilities are available. An auditor does not participate in the activity of the class. He merely listens. To register as an auditor, a student must have the instructor's signature on an auditor's card which he can obtain from the Registration Office. The auditor fee is shown in the section on costs. Students who are registered for more than six hours for credit may audit courses without additional fees.

TRANSFER TO ANOTHER CURRICULUM

If a student wishes to transfer to another curriculum or change his major field, he should report to the office of Admissions and Records for this procedure.

COURSE CHANGES

These are made in the office of the Dean of the Faculty. No changes are permitted after September 23, 1967, for the first semester and after February 10, 1968, for the second semester. A fee of \$5.00 is charged for each course change not required by the University after September 14, 1967, for the first semester and February 1, 1968, for the second semester.

Professional Laboratory Experiences in Teacher Education

The program of professional laboratory experiences at Illinois State University includes experiences such as observation, participation, studies of individual pupils, and research, as well as student teaching both on and off the campus. Although professional laboratory experiences are, for the most part, undergraduate activities, some are provided at the graduate level.

EXPERIENCES PRIOR TO AND FOLLOWING STUDENT TEACHING

Professional laboratory experiences in which the students engage prior to student teaching are usually integral parts of specific college courses. Some laboratory experiences are provided in the local schools as well as in the two campus laboratory schools: Metcalf Elementary School and University High School.

The Metcalf Elementary School includes kindergartens for four-year olds and five-year olds as well as two rooms of each grade, one through eight. Special instruction is also provided for children who are physically handicapped, mentally retarded, visually impaired, deaf and hard of hearing, and for children in need of speech correction.

Opportunity to work with youth of high school age is provided in the University High School. It has an enrollment of more than 600 students and is accredited by the North Central Association of Colleges and Secondary Schools. The program of studies at University High School is broad. It provides opportunities for youth who have many and varied interests and needs. The program of co-curricular activities provides opportunity for individual growth and development as well as for social needs.

These laboratory schools give college students opportunity to work with both teachers and pupils from kindergarten through high school, to engage in observation and participation, to make studies of individual pupils, and to conduct educational research.

Professional laboratory experiences following student teaching include activities in which the student desires to do additional study or to have additional experiences as recommended by his instructors, supervising teacher, or college supervisor.

STUDENT TEACHING

REQUIREMENTS FOR STUDENT TEACHING

The following requirements for student teaching (Education 399) apply

whether the student teaching is done during the regular school year or during the summer session and whether it is done on or off the campus.

The minimum requirement in student teaching is 36 clock hours for each semester hour of credit (5 semester hours—180 clock hours). A minimum of 200 clock hours of clinical work is required in Speech Correction.

The number of semester hours of student teaching required for graduation varies with the student's curriculum. A student enrolled in the elementary, junior high school, or the special education curriculum is required to earn a minimum of eight semester hours of credit in student teaching. A student enrolled in a high school curriculum is required to earn a minimum of ten semester hours of credit in student teaching and special methods. Under certain circumstances a student may do all of his student teaching in his major field. To do this, he must meet all eligibility requirements for student teaching in both his major and minor teaching fields, and he may not reduce the total number of semester hours required in student teaching.

To be eligible to do student teaching, a student must meet the following requirements:

1. He must have completed one semester's work in residence (or its equivalent) at Illinois State University, except in Special Education for which a minimum of eight semester hours of work in residence is required.
2. He must have earned at least 90 semester hours of college credit.
3. He must have satisfactorily completed the courses which precede student teaching.
4. He must have earned at least twice as many grade points as semester hours
 - (a) In all work taken at Illinois State University and
 - (b) In all work taken at Illinois State University in his major and minor teaching fields.
5. He must secure a statement from the University Health Service indicating that he is physically capable of meeting requirements of a regularly-certified teacher.
6. He must be in good mental health to be admitted to student teaching and to complete his student-teaching assignment.
7. He must have met all speech usage requirements as determined by the Department of Speech.
8. He must have filed an application for student teaching for a given semester or summer session with the Department of Professional Laboratory Experiences by the date indicated in the University Calendar.
9. He must be a student in good standing. A student on probation is not eligible for student teaching.

In addition, the University may require a student teacher to demonstrate proficiency in other specified areas.

ASSIGNMENT TO STUDENT TEACHING

The University may assign student teachers to the campus laboratory schools or to selected off-campus schools in Illinois during regular semesters and

summer sessions. Ordinarily, preference for summer assignments is given to those students who are to graduate at the close of the summer sessions. However, a student may find it impossible to secure a full assignment during any one summer because the number of requests may exceed available facilities either on or off the campus.

Student teachers are assigned only to classrooms that have regularly employed full-time teachers. Assignments are not made to a school in which the student teacher is concurrently employed as a teacher. A student teacher may not earn academic credit and receive a salary or an income for the same teaching experience.

The usual pattern for student teaching is to assign a student to a school for a period of nine weeks during which time he does full-time student teaching. During this period in the school, he works with one or two supervising teachers who are responsible for teaching a specific group or groups of pupils. These supervising teachers have primary responsibility for guiding and evaluating the work of the student teacher. During this student-teaching experience, the student becomes a member of the school staff and of the community in which he is working; consequently, in addition to his teaching he also takes part in co-curricular activities and community affairs.

Before he can be assigned to student teaching either on or off campus, a student must have the approval of the head of the department in which he plans to do his student teaching.

The Head of the Department of Professional Laboratory Experiences, in cooperation with the head of the student's major department, makes the student teaching assignments. The Head of the Department of Professional Laboratory Experiences is responsible for making the arrangements and establishing the procedures involved in student teaching.

Although a student's preference for an on-campus or an off-campus assignment will be given consideration, the University will make the final decision regarding the schools and the location. Generally, students are assigned to schools which are not in their home communities.

A student who is pregnant will be assigned to student teaching only if the birth is expected to take place at least two months after the completion of the student-teaching assignment. The Head of the Department of Professional Laboratory Experiences will make the student teaching-assignment after receiving a statement from the University physician.

Students who have had teaching experience and who have shown a high standard of achievement in previous teaching may be given special student-teaching assignments involving remedial instruction or other specialized phases of teaching which will broaden their preparation.

Upon the recommendation of the supervising teacher and the head of the student's major department, the Head of the Department of Professional Laboratory Experiences may require a student to do additional work and continue his student teaching until he is sufficiently competent to be recommended for certification.

Student-teaching assignments begin and end as do other University courses on the dates indicated in the University Calendar.

Graduation

COMMENCEMENT

Degrees are conferred after the close of each semester, at the end of the eight-week summer session, and after the post session. Commencement is held twice a year, in June at the end of the second semester and in August at the end of the eight-week summer session.

All candidates for graduation in June or August must be present at commencement. If a candidate cannot be present, he must inform the Dean of the Faculty and receive permission to be absent. Candidates who complete requirements at the end of the first semester and in the post session will receive diplomas by mail, but they are given an opportunity to participate in the next commencement.

DEGREES AWARDED

Illinois State University at Normal awards three undergraduate degrees: Bachelor of Arts, Bachelor of Science, and Bachelor of Science in Education. All departments of the University offer specialized work in preparation for teacher certification. In addition, eighteen departments offer major fields leading to liberal arts and sciences degrees without professional preparation for teacher certification.

1. To qualify for the degree of Bachelor of Arts, a student must meet the requirements in general education, the requirements for a major and a minor, and the general requirements for graduation which apply to all students. A candidate for this degree also must earn 32 semester hours in the humanities and the social sciences and complete three semesters of study, or equivalent, in a foreign language at the college level. In all cases, however, at least one semester of foreign language must be taken in college. If a student meets specified graduation requirements, including those in general education and major-minor concentration, with fewer than 128 semester hours of credit, up to six remaining hours to total 128 may be taken as free electives. Any remaining hours beyond six will be considered as guided electives to be approved by the student's academic adviser. None of the electives may be from a student's major or minor field unless the student is pursuing a program in teacher education.

If a candidate for the degree of Bachelor of Arts is planning to prepare for teacher certification, he must also meet all the requirements in professional education.

2. To qualify for the degree of Bachelor of Science, a student must meet the requirements in general education, the requirements for a major and a minor, and the general requirements for graduation which apply to all students. If a student meets specified graduation requirements, including those in general education and major-minor concentration, with fewer than 128 semester hours

of credit, up to six remaining hours to total 128 may be taken as free electives. Any remaining hours beyond six will be considered as guided electives to be approved by the student's academic adviser. None of the electives may be from a student's major or minor field unless the student is pursuing a program in teacher education.

If a student seeking the Bachelor of Science degree wishes to be certified as a teacher, he must also meet all the requirements in professional education.

3. To qualify for the degree of Bachelor of Science in Education, a student must meet the requirements in general education, professional education, teaching-field preparation, and the general requirements for graduation.

When a student applies for graduation, he must indicate which degree he seeks.

A student who has received one bachelor's degree from Illinois State University, or from another college or university accredited for baccalaureate degrees by the appropriate regional accrediting association, may receive a second bachelor's degree at Illinois State University, provided that all specified requirements for the second degree are met, and provided also that the program of studies completed for the second degree includes at least thirty-two semester hours of work not counted for the first degree. At least twenty-four of the thirty-two semester hours of work offered toward the second degree must be senior college level.

GENERAL REQUIREMENTS FOR GRADUATION

Meeting graduation requirements is each student's responsibility. He should, therefore, check his program of courses frequently to be sure that he is fulfilling the requirements as he goes along.

For a student in regular attendance during at least one term of each academic year, the requirements for graduation are those specified in the catalog for the year the student entered the University. If his attendance is not continuous, a student must meet the new requirements as specified in later catalogs. If such a student continues in the curriculum that he chose originally, the credits which he earned in meeting the requirements under an old program will apply in a revised program. In all instances, the University may adjust graduation requirements to insure that each graduate of a teacher preparation curriculum meets the course requirements for an Illinois Teaching Certificate.

During the early part of a student's senior year, the Office of Admissions and Records will inform the student of the graduation requirements still to be fulfilled.

Each student should apply for graduation on the date specified in the instructions for registration and in the University calendar. He must pay a \$10 graduation fee when he applies, unless the fee is covered by a State Scholarship.

Specific course requirements are shown in the sections *Curricula of the University* and *Departments and Course Offerings*.

The following graduation requirements apply to all students:

1. A student must have a minimum of 128 semester hours of credit. Some curricula or combinations of fields require more.

2. The senior college hours (courses numbered 200 or above) must total at least 43.
3. The grade point average for all work taken at Illinois State University must be 2.0 (C) or higher. In addition, the student must have a grade point average of 2.0 (C) or higher in the major field and in the minor field.
4. Each I (incomplete) must be removed at least six weeks before the June commencement or two weeks before the August commencement.
5. The residence requirement is as follows: one-half of the last two years and the last class must be completed with this university (campus or extension). At least 32 semester hours must be completed on the campus.
6. Each student must pass an examination on the Constitution of the United States and the State of Illinois and on the proper use of the American flag. The examination must be taken at this university. It is given on five different dates throughout the year as listed on the Instructions for Registration for each semester and for the eight-week summer session. It is also administered to all students enrolled in Political Science 105. Students are strongly urged to take the examination before their last semester.
7. A student may not present for graduation more than 32 semester hours by extension and correspondence. Of the 32 hours, not more than 16 semester hours by correspondence will be accepted.
8. Not more than 6 semester hours of workshop credit will be accepted for graduation.

Certification, Appointments, and Alumni Services

TEACHERS' CERTIFICATES

Each student who completes a bachelor's degree program in teacher education is eligible for one or more teaching certificates in the State of Illinois.

When a student has completed all the requirements for his degree, he will receive from the Office of Admissions and Records a card of entitlement for an Illinois Teaching Certificate.

Information concerning the requirements for certification in Illinois may be obtained from the Bureau of Appointments, the Office of Admissions and Records, or the offices of county superintendents of schools.

BUREAU OF APPOINTMENTS

The University maintains the Bureau of Appointments for two purposes. The first is to aid the officials of the schools in the state in finding qualified teachers for their schools. In addition, representatives of industry and government visit the Bureau to interview students interested in going into non-teaching positions. The second purpose is to serve the students and alumni of the University by informing them about available positions, by instructing them in making effective applications, by helping them to recognize and observe good professional procedures, and by giving them related information which will help them to secure good positions and succeed in them.

ALUMNI SERVICES

Through the Alumni Office, the Alumni Association, and 32 ISU Clubs, former students maintain contacts with one another and the University. The Alumni Office keeps records on file for over 17,000 alumni and also serves as headquarters for alumni when they are on campus. The *News Letter*, a University publication, is sent three times a year to all graduates.

The *Alumni Quarterly*, published four times a year, is the organ of the Alumni Association. The Association plans Founder's Day, class reunions, alumni coffee hours, the annual alumni luncheon at commencement, campus student activities, senior receptions, and many homecoming events. The Association also administers the ISU Foundation-Alumni Fund. Recent projects of the Alumni Association include the Eyestone School, scholarships, the President's Fund, and the University sign on the corner of Main Street and College Avenue in Normal.

ISU Clubs have been organized in St. Petersburg, Florida; Cleveland, Ohio; Southern California; Northern California; Washington-Oregon; and Phoenix, Arizona. In Illinois, twenty-six ISU clubs represent 36 counties of the state.

Other University Programs and Services

UNIVERSITY EXTENSION AND FIELD SERVICES

Illinois State University offers extension courses, workshops, and clinics. These are designed primarily for administrators and teachers who wish to improve themselves professionally. Extension offerings are considered an integral part of the total education program offered at Illinois State University. Admission to class work is on the same basis as for courses offered on campus. The extension program includes both graduate and undergraduate courses. Classes are established in off-campus locations where needs justify this service.

Before each session, the Division of University Extension and Field Services publishes an *Extension Bulletin*, which lists the course offerings, the professors, the centers, and the policies governing extension work. Inquiries about extension work are welcomed.

Correspondence courses are not offered by this university.

Illinois State University makes available its facilities and the services of its staff members in an attempt to meet the needs of the schools and communities. The use of these facilities and services is directed through various offices. Information concerning these services and instructions on how to arrange for them may be secured from the Division of University Extension and Field Services. This office also supplies a bulletin entitled *Speakers* which lists university speakers and consultants.

LATE AFTERNOON, EVENING, AND SATURDAY CLASSES

During the regular school year, Illinois State University offers a number of undergraduate and graduate courses during the late afternoons and evenings and on Saturday mornings. These courses give residence credit which may be used in completing the requirements for degree programs.

THE SUMMER SESSIONS

The University provides a summer session of eight weeks, a three-week post session, short courses, and workshops. About half those who attend summer sessions are teachers in service who wish to continue their education. The University offers regular courses under the regular staff of instructors, and students may take the same type of work as that offered during the first and second semester. Student teaching facilities are available for those who qualify.

In the eight-week session, undergraduate students may earn nine semester hours of credit, approximately half that for full-time work for one semester. Graduate students are limited, however, to eight semester hours.

Prospective students may secure the annual *Summer Session Bulletin* by writing to the Director of the Summer Session. This bulletin lists the courses, costs, special offerings, conferences, exhibits, and other information. The Division of University Extension and Field Services will send the bulletin, *Short Courses and Educational Workshops*, to prospective students interested in this type of work.

UNIVERSITY PUBLICATIONS

The *Alumni Quarterly*, published by the University Press, has been the official bulletin of the Alumni Association since 1912. This twenty-four page magazine is distributed to members of the Alumni Association.

The *Illinois State University News Letter* is a publication distributed free of charge to all graduates of the University four times a year.

The *Illinois State University Bulletin* is published six times a year. Regular issues are the *Undergraduate Catalog*, the *Summer Bulletin*, *Short Courses and Educational Workshops*, the *Graduate Catalog*, and a pictorial bulletin describing the University. The other issues are used, as occasion demands, to report special activities of the University.

The *Illinois State University Journal* is published four times a year and contains studies pertaining to the various educational disciplines. It is under the supervision of the faculty Editorial Committee, which also directs the publication of an annual bulletin containing annotations of Illinois State University graduate theses.

Education Today is an eight-page quarterly bulletin for laymen describing, for the most part, programs and activities of Illinois State University and other state-supported institutions operating under jurisdiction of the Board of Governors of State Colleges and Universities.

The *Register*, monthly staff magazine, includes news, photographs and features pertaining to faculty and Civil Service staff members and is mailed to their homes.

The *Weekly Report* is a news bulletin printed each Friday during the academic year and distributed to all faculty members, campus offices, and community leaders.

Information concerning other publications prepared by the University departments and divisions, by student groups, and by faculty members may be obtained from the News and Publications Service.

THE UNIVERSITY FOUNDATION

The Foundation staff and officers solicit and receive gifts, grants, and other contributions consistent with the purposes of Illinois State University. The Foundation office serves as the University agency for coordinating sponsored research and other educational projects. Such sponsored projects are a growing part of the University's budget.

Gifts received by the Foundation are used to support scholarships, fellowships, and research, and to provide equipment and special-purpose buildings not likely to be provided by Legislative appropriations. Because the University must use State funds primarily for additional classrooms and laboratories, and for faculty salaries, the support which the University Foundation can generate from individuals, from industry, from private organizations, from foundations, and from government agencies provides the extra help needed to ensure that Illinois State University will continue to be a creative and progressive force in higher education.

Persons who wish to contribute to the Foundation or who desire additional information about its purpose and operations should contact the Director of the Foundation.

The Graduate School

HISTORY AND FUNCTION

Graduate work at Illinois State University was initiated in 1944. At the present time, the University offers master's degree programs in twenty-six academic and professional areas as well as doctoral programs in Art, Educational Administration, and Biological Sciences. The University also offers a sixth-year program in Educational Administration.

The Graduate School offers the following degrees: master of arts; master of science; master of science in education; specialist in education (sixth-year program); doctor of education; and doctor of philosophy. Illinois State University regards graduate study and independent research as an integral part of its function as an institution of higher learning.

BEGINNING GRADUATE WORK

Prospective students may write to the Director of Admissions for information and the *Annual Graduate Catalog*. This catalog contains information on admission, fees, graduate assistantships, scholarships, curricula, the graduate faculty, and advanced-degree requirements.

Work in the Graduate School is available during both semesters and the summer sessions. Some classes are scheduled for late afternoon, evening, and Saturday; and a few graduate courses are offered at extension centers. Graduate-level courses are numbered in the 400's, but a limited number of courses at the 300 level may be taken for graduate credit.

A senior in good standing at this University may begin graduate work during the semester or summer session in which he completes the requirements for the bachelor's degree, provided he qualifies for an advanced-degree program. For a semester, however, he may not register for more graduate credit than the difference between fifteen hours and the number of hours required to complete the bachelor's degree. Similarly, for a summer session, he may not register for more graduate credit than the difference between eight hours and the number of hours required to complete the bachelor's degree.

The Undergraduate Curricula of the University

All students working for bachelor's degrees must complete the program of *general education* as outlined under A below. The *majors and minors* available for students seeking liberal arts and sciences degrees are listed in section B. Students preparing for teacher certification must complete the appropriate requirements under C, *professional education*, and D, *teaching fields*.

Although general education receives most emphasis during the first two years, a student may begin some study in his fields of specialization during the first year.

Students interested in preparing to enter professional schools should consult the section on *Preparation for Professional Schools*, beginning on page 69.

A. GENERAL EDUCATION

Each student must complete 52 semester hours in courses designated as *general education*. The 52 semester hours are distributed in five groups as follows:

Group I HUMANITIES AND COMMUNICATIONS 15 sem. hrs.

English 101, Language and Composition, 3 sem. hrs.

English 102, Language and Composition, 3 sem. hrs.

English 103, Literature and Composition, 2 sem. hrs. or English 104, Introduction to Literature, 3 sem. hrs.

A student should register in English each semester until the requirement has been met.

Speech, 3 sem. hrs.

Art

Music

*Foreign Languages

} 4 sem. hrs. in one or more of these areas

Group II HUMANITIES AND SOCIAL SCIENCES 13 sem. hrs.

European history, 4 sem. hrs.

United States history, 3 sem. hrs.

Economics

Political Science

Sociology and Anthropology

} 6 sem. hrs. in two of these three areas

Group III NATURAL SCIENCES 9 sem. hrs.

Biological Science

Chemistry

Geography (Earth Science)

Physics

} 9 sem. hrs. in one or more of these areas

* A student must complete both semesters of the first year of foreign language to receive credit toward graduation.

Group IV**PERSONAL AND SOCIAL DEVELOPMENT****9 sem. hrs.****General Psychology 111, 3 sem. hrs.****Physical Education, 4 sem. hrs.**

For this requirement, the student chooses from courses numbered 101 through 149 in the Department of Health and Physical Education.

Hygiene, 2 sem. hrs.**Group V****ELECTIVES****6 sem. hrs.**

These may be chosen from the *general education courses* in any department, but a total of no more than 3 sem. hrs. of these may be in the student's major and/or minor field.

Each student must complete a minimum of four semester hours in mathematics unless he meets one of the following bases for exemption:

1. **Completion of three units of high school mathematics excluding general mathematics.**
2. **Achievement of a satisfactory score on the mathematics section of the American College Test.**
3. **Demonstration of proficiency by an examination administered by the University. Consult the Head of the Department of Mathematics for further information.**

Courses which have been approved for use in meeting the 52-hour general education requirements are identified in a list preceding the course descriptions in the departments offering general education courses.

A student meets general education requirements in areas represented by his major and minor. For example, a student with a major in art need not take the four semester hours of Art, Music, or Foreign Language specified in Group I. English majors and minors, however, must complete English 101 and 102 unless exempted on the basis of proficiency examination.

B. MAJORS AND MINORS—ARTS AND SCIENCES

A student who seeks a degree of Bachelor of Arts or Bachelor of Science and who does not plan to prepare for teacher certification must complete a major in one field and a minor in another. If a student completes a¹ comprehensive major, however, as offered in some departments, no minor field is required. The specific courses required for majors, minors, and comprehensive majors are listed in the section on *Departments and Course Offerings* preceding each department's listing of courses.

Following are the areas offering majors, minors, and comprehensive majors

for arts and sciences degrees. Unless otherwise noted, each area offers a major and a minor but not a comprehensive major.

Agriculture ¹	B.S.
Art ¹	B.A.,B.S.
Biological Sciences ¹	B.A.,B.S.
Business ⁴	B.S.
Chemistry	B.S.
Economics	B.A.,B.S.
English	B.A.,B.S.
French	B.A.,B.S.
Geography	B.A.,B.S.
German	B.A.
History	B.A.,B.S.
Home Economics ²	B.A.,B.S.
Industrial Arts ¹	B.S.
Latin	B.A.,B.S.
Mathematics ¹	B.A.,B.S.
Physical Sciences ²	B.S.
Physics	B.S.
Political Science	B.A.,B.S.
Psychology	B.A.,B.S.
Russian	B.A.
Social Sciences ³	B.A.,B.S.
Sociology-Anthropology	B.A.,B.S.
Spanish	B.A.,B.S.
Speech	B.A.,B.S.

1. Comprehensive major is offered in addition to a major and a minor.

2. Comprehensive major only.

3. Major and comprehensive major but no minor offered.

4. Comprehensive major and minor only.

C. PROFESSIONAL EDUCATION

Each student in teacher education must complete one of the following sequences according to his curriculum.

ELEMENTARY SCHOOL	Sem. Hrs.	JUNIOR HIGH SCHOOL	Sem. Hrs.
Intro. to Elementary Teaching 101...	3	Child Growth & Development 102...	3
Child Growth & Development 102...	3	Reading Methods 103.....	3
Reading Methods 103.....	3	Psychology of Adolescence 201.....	2
Elementary Curriculum 202, 203, 204.	4	American Public Education 215.....	2
Problems of the Teacher 205.....	3	Upper Grade—Junior-High Education	
Intro. to Philosophy of Education 231	3	204	4
Student Teaching 399.....	8	Intro. to Philosophy of Education 231.	3
	—	Student Teaching 399.....	8
Total required	27	Education or Psychology Elective...	2

Total required 27

HIGH SCHOOL	Sem. Hrs.	SPECIAL EDUCATION	Sem. Hrs.
Educational Psychology 115.....	3	Intro. to Special Education 145.....	3
American Public Education 215.....	2	Child Growth & Development 102...	3
Secondary Education 216.....	4	Reading Methods 103.....	3
Secondary-School Reading 218.....	2	*Elementary Curriculum 202, 203,	
Intro. to Philosophy of Education 231.	3	204	4
Student Teaching 399.....	10	Mental Hygiene 232.....	3
	—	Psychological Measurement 331.....	3
Total required	24	Psych. of Exceptional Children 346..	2
		Problems of the Teacher 205.....	3
		Intro. to Philosophy of Education 231.	3
		Student Teaching 399.....	8

Total required 35

* Not required for Speech Correction since students in this program do not qualify for regular elementary school certificates.

D. TEACHING-FIELD PREPARATION

In addition to general education and professional education, a student is required to complete requirements for one of the following fields:

Elementary School Teaching, see pages 61-63.

Junior High School Teaching, see pages 63-64.

High School Teaching, see pages 64-65.

Special Education—one of eight areas, see pages 66-68.

ELEMENTARY SCHOOL TEACHING

GENERAL REQUIREMENTS AND RECOMMENDATIONS

A student should choose to emphasize one of the following three levels of specialization: kindergarten-primary, intermediate, or upper-grade preparation. Opportunity is also allowed to develop a resource area by electing a concentration of work in a given field of study.

Each student is required to take at least one course in each of the following areas: Biological Science, Geography (Earth Science), Physical Science. At least one of these courses must be a laboratory course.

DEVELOPING A RESOURCE AREA

A student may use electives in Art, Foreign Language (French or Spanish), Geography, Health and Physical Education, Language Arts, Library, Mathematics, Music, and Speech Arts if he wishes to prepare for a position of consultant or resource person in one of these areas. Electives are to be chosen with the aid of advisers in the various departments and approval by the Director of the Division of Elementary Education.

REQUIREMENTS FOR KINDERGARTEN-PRIMARY PREPARATION

	Sem. Hrs.
Art 101 and 102, <i>Art Activities for Elementary Schools</i>	5
English 170, <i>Literature for the Elementary School</i>	3
English 271, <i>Literature for Lower Grades</i>	3
Geography 135, <i>World Regional Geography</i>	3
Health and Physical Education 222, <i>Physical Education for Lower Grades</i> ...	2
Mathematics 101, <i>Basic Concepts of Elementary Mathematics</i>	3
Mathematics 201, <i>Mathematics for the Elementary School</i>	2
Music Elective (170, 171, 121, 122, or Applied Music).....	2
Music 277, <i>Music Education for the Elementary Grades</i>	3
Natural Sciences (Biology, Chemistry, Geography, or Physics) Electives....	5
Speech Elective (141, 212, 232, or 242).....	3
Electives	15
Total	49

ELECTIVES

Students preparing for kindergarten-primary teaching should use elective hours from the following courses:

Art 116, 126, 140, 201, 202.
 Biology 202, 203, 303.
 Chemistry or Physics 225.
 Education 240, 307, 348.
 English 273, 290, 370, 372.
 Geography 130, 205.
 Health and Physical Education 160, 162, 172, 174, 180.
 Industrial Arts 128.
 Library Science 202.
 Mathematics 301.
 Music 121, 122, 170, 171.
 Psychology 301.
 Sociology 261, 262, 263, 264.
 Speech 141, 212, 232, 242.

REQUIREMENTS FOR INTERMEDIATE GRADES PREPARATION

	Sem. Hrs.
Art 101 and 102, <i>Art Activities for Elementary Schools</i>	5
English 170, <i>Literature for the Elementary School</i>	3
English 272, <i>Literature for Upper Grades</i>	3
Geography 135, <i>World Regional Geography</i>	3
Health and Physical Education 223, <i>Physical Education for Upper Grades</i> ...	2
Mathematics 101, <i>Basic Concepts of Elementary Mathematics</i>	3
Mathematics 201, <i>Mathematics for the Elementary School</i>	2
Music Elective (151, 152, 170, or Applied Music).....	2
Music 277, <i>Music Education for the Elementary Grades</i>	3
Natural Sciences (Biology, Chemistry, Geography, or Physics) Electives...	5
Speech Elective (141, 223, 233, or 242).....	3
Electives	15
Total	49

ELECTIVES

Students should choose electives from the following courses:

Art 116, 126, 127, 140, 201, 202.
 Biology 202, 203, 303.
 Chemistry or Physics 225.
 Education 240, 307, 348.
 English 232, 233, 234, 243, 247, 255, 273, 290, 372, 375.
 Geography 130, 205, 215, 220, 225, 230, 240, 245, 250, 255, 260, 365.
 Health and Physical Education 160, 162, 172, 174, 180, 235, 236, 242, 280, 361.
 History 136.
 Industrial Arts 128.
 Library Science 202.
 Mathematics 301.
 Music 151, 152, 170, Applied Music.
 Psychology 301.
 Sociology 261, 262, 263, 264.
 Speech 132, 141, 160, 212, 223, 233, 242, 262, 263.

REQUIREMENTS FOR UPPER-GRADES PREPARATION

	Sem. Hrs.
Art 101 and 102, <i>Art Activities for Elementary Schools</i>	5
English 170, <i>Literature for the Elementary School</i>	3
English 272, <i>Literature for Upper Grades</i>	3
Geography 135, <i>World Regional Geography</i>	3
Health and Physical Education 223, <i>Physical Education for Upper Grades</i> ...	2
Mathematics 101, <i>Basic Concepts of Elementary Mathematics</i>	3
Mathematics 201, <i>Mathematics for the Elementary School</i>	2
Music Elective (151, 152, 170, or Applied Music).....	2
Music 277, <i>Music Education for the Elementary Grades</i>	3
Natural Sciences (Biology, Chemistry, Geography, or Physics) Electives....	5
Speech Elective (141, 212, 223, 233, 242, 311, 321).....	3
Electives	15
Total	49

ELECTIVES

Students should choose electives from the following:

Art 124, 126, 127, 140, 201, 202.
 Biology 202, 203, 303.
 Chemistry 110, 111, 225.
 Education 240, 307, 348.
 English 243, 247, 255, 290, 375.
 Geography 130, 205, 215, 220, 225, 230, 240, 245, 250, 255, 260, 365.
 Health and Physical Education 160, 162, 172, 174, 180, 235, 236, 242, 280, 361.
 History 136.
 Industrial Arts 128.
 Library Science 203, 204.
 Mathematics 202, 301, 302.
 Music 151, 152, 170, or Applied Music.
 Physics 156, 225.
 Psychology 201.
 Sociology 261, 262, 263, 264.
 Speech 125, 132, 141, 160, 212, 223, 233, 242, 262, 263, 311, 321, 324.

JUNIOR HIGH SCHOOL TEACHING

SPECIFIC REQUIREMENTS

	Sem. Hrs.
English electives	9
Geography electives	6
Health and Physical Education 223, <i>Physical Education for</i> Upper Grades	2
Mathematics electives	7
Natural Sciences electives.....	7
Social Sciences elective.....	3
*Electives	14
Total	48

A student must choose at least one laboratory course in each of the Natural Sciences—Biology, Geography, Physical Sciences (Physics or Chemistry).

* Each student must complete at least one course in art and one in music. Part of this may be completed in General Education, Group I.

ELECTIVES

The following courses are suggested for electives in the Junior High School Teaching Field:

Art 100, 101, 102, 105, 113, 116, 118, 124, 126, 127, 132, 140, 155, 156, 161, 162, 201, 202, 204, 211, 327, 370.
 Biological Sciences 122, 123, 160, 191, 192, 194, 201, 202, 203.
 Chemistry 110, 111, 112, 140, 141, 231, 240, 325.
 Economics 171.
 Education 240, 301, 307.
 English 110, 130, 213, 214, 215, 216, 217, 218, 219, 220, 222, 224, 243, 247, 251, 272, 273, 296, 297, 375.
 Geography 130, 215, 220, 230, 240, 250, 255, 260, 365.
 Health and Physical Education 120, 121, 122, 150, 160, 162, 180, 242, 341, 361.
 History 123, 135, 136, 220, 228, 229, 232, 236, 238, 239, 292.
 Library Science 115, 202, 203, 210, 212.
 Mathematics 107, 108, 110, 112, 202.
 Music 101, 102, 103, 104, 121, 122, 126, 127, 135, 151, 152, 170, 201, 202, 237, 252, 253, 254, 255, 277.
 Physics 170, 171, 273, 280, 281, 282, 283, 284, 285, 325.
 Political Science 105, 151, 252, 254, 255.
 Psychology 231, 331.
 Sociology-Anthropology 181, 261, 262, 263, 264, 282, 381.
 Speech 125, 141, 223, 232, 242, 324.

HIGH SCHOOL TEACHING

Each student must complete a first teaching field (or major) in one department and a second (or minor) field in another department. As indicated below, however, some departments offer comprehensive majors in addition to majors and minors. A second (or minor) field is not required when the student completes a comprehensive field.

The specific requirements for majors, comprehensive majors, and minors in each department are shown in the section on *Departments and Course Offerings*, before each department's listing of courses.

Following are the areas offering majors, comprehensive majors, and minors in teacher education degree programs. Unless otherwise noted, each area offers a major and a minor but not a comprehensive major. The degree options for each major field are also indicated.

Field	Degrees Offered
*Agriculture	B.S., B.S. in Ed.
*Art	B.A., B.S., B.S. in Ed.
*Biological Science	B.A., B.S., B.S. in Ed.
*Business Education	B.A., B.S., B.S. in Ed.
Chemistry	B.S., B.S. in Ed.
Dance Education—Physical Education (Comprehensive major and minor only)	B.A., B.S., B.S. in Ed.

* A comprehensive major is offered, in addition to major and minor.

Economics	B.A., B.S., B.S. in Ed.
English (including Journalism)	B.A., B.S., B.S. in Ed.
French (see Foreign Languages)	B.A., B.S., B.S. in Ed.
*General Science (see Biology, Chemistry, Geography, or Physics Department)	
Geography (including Geology)	B.A., B.S., B.S. in Ed.
German (see Foreign Languages)	B.A., B.S. in Ed.
Health and Physical Education	
For Men	B.A., B.S., B.S. in Ed.
*For Women	B.A., B.S., B.S. in Ed.
Health Education (see Biological Sciences)	B.S. in Ed.
History	B.A., B.S., B.S. in Ed.
*Home Economics	B.A., B.S., B.S. in Ed.
*Industrial Arts (including Safety and Driver Education)	B.S., B.S. in Ed.
Latin (see Foreign Languages)	B.A., B.S., B.S. in Ed.
Library Science	B.S. in Ed.
*Mathematics	B.A., B.S., B.S. in Ed.
*Music	B.A., B.S., B.S. in Ed.
*Physical Sciences (comprehensive and second fields only)	B.S., B.S. in Ed.
Physics	B.S., B.S. in Ed.
Political Science	B.A., B.S., B.S. in Ed.
Psychology	B.A., B.S., B.S. in Ed.
Russian (see Foreign Languages)	B.A., B.S. in Ed.
***Social Sciences	B.A., B.S., B.S. in Ed.
Sociology-Anthropology	B.A., B.S., B.S. in Ed.
Spanish (see Foreign Languages)	B.A., B.S., B.S. in Ed.
Speech	B.A., B.S., B.S. in Ed.

* A comprehensive major is offered, in addition to major and minor.

** Only a minor is offered.

*** Major and comprehensive major are offered but no minor.

SPECIAL EDUCATION

The total hours required for graduation depend on the area chosen and the choice of courses. At least 128 semester hours must be completed, and the student may choose electives to meet this requirement if required courses do not fulfill it.

	Sem. Hrs.
DEAF AND HARD OF HEARING	
Art 101, Art Activities for Elementary Schools.....	2
Art 207, Art for Exceptional Children.....	3
Biological Sciences— <i>Zoology</i> 181 and 182, Functional Anatomy.....	8
Education 353, Education of the Deaf.....	2
Education 354, The Teaching of Speech to the Deaf.....	4
Education 355, The Teaching of Language to the Deaf.....	4
Education 399, Student Teaching.....	5
English 170 or Library 204 or Library 202.....	3
Geography Elective	3
Health and Physical Education 222 or 223.....	2
Mathematics Electives	5
Music 371, Music for the Exceptional Child.....	3
Speech 215, Speech Correction.....	3
Speech 311, Phonetics.....	3
Speech 350, Basic Audiology.....	3
Speech 351, Speech Reading and Auditory Training.....	3
Speech 352, Professional Practice in Speech Reading and Auditory Training	2
Speech 372, Anatomy and Physiology of the Speech and Hearing Mechanism	3

	Sem. Hrs.
MALADJUSTED	
Art 101, Art Activities for Elementary Schools.....	2
Art 207, Art for Exceptional Children.....	3
Biological Sciences— <i>Zoology</i> 181 and 182, Functional Anatomy.....	8
Education 357, Practicum in Clinical Teaching.....	3
Education 358, Education of the Emotionally and Socially Disturbed.....	2
English 170 or Library 204 or Library 202.....	3
Geography Elective	3
Health and Physical Education 222 or 223.....	2
Mathematics Electives	5
Music 371, Music for the Exceptional Child.....	3
Psychology 231, Social Psychology.....	2
Psychology 347, Behavior Disorders in Children.....	3
Sociology 365, Juvenile Delinquency.....	3
Sociology 262, The Family.....	3
Sociology 263, Deviant Behavior.....	2
Speech 212, Speech Correction for Classroom Teachers.....	3

Sem.
Hrs.

MENTALLY RETARDED (Educable)

Art 101, Art Activities for Elementary Schools.....	2
Art 207, Art for Exceptional Children.....	3
Biological Sciences—Zoology 181 and 182, Functional Anatomy.....	8
Education 301, Laboratory Reading Methods.....	3
Education 346, Education for the Mentally Retarded.....	2
English 170 or Library 204 or Library 202.....	3
Geography Elective	3
Health and Physical Education 222 or 223.....	2
Home Economics 106, Nutrition.....	2
Mathematics Electives	5
Music 371, Music for the Exceptional Child.....	3
Psychology 348, Mental Retardation.....	3
Speech 212, Speech Correction for Classroom Teachers.....	3

Sem.
Hrs.

MENTALLY RETARDED (Trainable)

Art 101, Art Activities for Elementary Schools.....	2
Art 207, Art for Exceptional Children.....	3
Biological Sciences—Zoology 181 and 182, Functional Anatomy.....	8
Education 301, Laboratory Reading Methods.....	3
Education 345, Special Classes for the Trainable.....	3
English 170 or Library 204 or Library 202.....	3
Geography Elective	3
Health and Physical Education 222 or 223.....	2
Home Economics 106, Nutrition.....	2
Mathematics Electives	5
Music 371, Music for the Exceptional Child.....	3
Psychology 347, Behavior Disorders in Children.....	3
Psychology 348, Mental Retardation.....	3
Sociology 323, Child Welfare Services.....	3
Speech 212, Speech Correction for Classroom Teachers.....	3

Sem.
Hrs.

PHYSICALLY HANDICAPPED

Art 101, Art Activities for Elementary Schools.....	2
Art 207, Art for Exceptional Children.....	3
Biological Sciences—Zoology 181 and 182, Functional Anatomy.....	8
Biological Sciences—Zoology 381, Applied Human Anatomy.....	4
Biological Sciences—Zoology 385, Physical Defects—Survey and Rehabilitation	3
Education 301, Laboratory Reading Methods.....	3
Education 349, Education of the Physically Handicapped.....	2
English 170 or Library 204 or Library 202.....	3
Geography Electives	5
Health and Physical Education 222 or 223.....	2
Home Economics 106, Nutrition.....	2
Mathematics Electives	5
Music 371, Music for the Exceptional Child.....	3
Speech 212, Speech Correction for Classroom Teachers.....	3

SPEECH CORRECTION

	Sem. Hrs.
Art 101, Art Activities for Elementary Schools.....	2
Biological Sciences— <i>Zoology</i> 181 and 182, <i>Functional Anatomy</i>	8
Education 301, Laboratory Reading Methods.....	3
Speech 112, Public Speaking.....	3
Speech 114, Voice and Articulation.....	3
Speech 215, Speech Correction.....	3
Speech 311, Phonetics.....	3
Speech 318, Clinical Procedures in Speech Correction.....	3
Speech 319, Speech Pathology I.....	5
Speech 350, Basic Audiology.....	3
Speech 351, Speech Reading and Auditory Training.....	3
Speech 371, Speech Science.....	2
Speech 372, Anatomy and Physiology of Speech and the Hearing Mechanism	3

Sem.
Hrs.

VISUALLY IMPAIRED (PARTIALLY-SEEING)

Art 101, Art Activities for Elementary Schools.....	2
Art 207, Art for Exceptional Children.....	3
Biological Sciences— <i>Zoology</i> 181 and 182, <i>Functional Anatomy</i>	8
Biological Sciences— <i>Zoology</i> 382, The Eye—A Laboratory and Clinical Study	2
Business Education 112, Typewriting or Elective.....	2
Education 301, Laboratory Reading Methods.....	3
Education 350, Education of the Partially Seeing.....	2
English 170 or Library 204 or Library 202.....	3
Geography Electives	5
Health and Physical Education 222 or 223.....	2
Home Economics 106, Nutrition.....	2
Mathematics Electives.....	5
Music 371, Music for the Exceptional Child.....	3
Speech 212, Speech Correction for Classroom Teachers.....	3

Sem.
Hrs.

VISUALLY IMPAIRED (BLIND)

Art 101, Art Activities for Elementary Schools.....	2
Art 207, Art for Exceptional Children.....	3
Biological Sciences— <i>Zoology</i> 181 and 182, <i>Functional Anatomy</i>	8
Biological Sciences— <i>Zoology</i> 382, The Eye—A Laboratory and Clinical Study	2
Business Education 112, Typewriting or Elective.....	2
Education 301, Laboratory Reading Methods.....	3
Education 351, Education of the Blind.....	3
Education 352, Braille Reading and Writing I.....	2
Education 356, Braille Reading and Writing II.....	2
English 170 or Library 204 or Library 202.....	3
Geography Elective	3
Health and Physical Education 222 or 223.....	2
Home Economics 106, Nutrition.....	2
Mathematics Electives	5
Music 371, Music for the Exceptional Child.....	3
Speech 212, Speech Correction for Classroom Teachers.....	3

PREPARATION FOR PROFESSIONAL SCHOOLS

Requirements for admission to professional study vary according to the profession as well as among the schools offering study for the professions. For this reason, a student planning to enter a professional school should seek specific admission information from the professional school he wishes to attend.

DENTISTRY AND MEDICINE

A regular program of study in one of the established academic fields is generally recommended as the best preparation. Majors in biology and chemistry are especially suitable since major requirements in these fields overlap with the pre-professional requirements. A major in any academic field is usually acceptable, however, providing certain basic science and mathematics courses are included. Specific requirements regarding various schools may be obtained from the following sources or directly from the professional schools.

American Association of Dental Schools
840 North Lake Shore Drive
Chicago, Illinois 60611

Association of American Medical Colleges
2530 Ridge Avenue
Chicago, Illinois 60201

In consultation with his academic adviser, a student can arrange a program of studies which best suits his own needs and objectives. The strong sequential nature of some programs requires that appropriate course selections be made in the first year if a sound program is to be developed. For example, it is important that entering students elect mathematics since calculus is a prerequisite for some courses in physics, chemistry, and biology.

Students seeking further information concerning any of these programs should arrange a conference with either the Head of the Department of Biological Sciences or the Head of the Department of Chemistry or the Dean of the College of Arts and Sciences.

ENGINEERING

Illinois State University offers the courses ordinarily required for the first two years of an engineering curriculum. Students will usually enroll as majors in the department of physics, mathematics, or chemistry where faculty advisers are available to help arrange a suitable program of studies.

The strong sequential nature of engineering curricula require that appropriate course selections be made in the first two years if a sound program is to be developed. In consultation with his faculty adviser, a student should plan his program of study carefully to parallel the catalog requirements of the engineering school to which he plans to transfer.

Students seeking further information concerning pre-engineering programs should arrange a conference with the Head of the Department of Physics, the Department of Mathematics, or the Department of Chemistry, or the Dean of the College of Arts and Sciences.

LAW

While pre-law students often major in political science, many law schools do not require any particular undergraduate concentration. A committee of the Association of American Law Schools has recommended that the pre-law student keep in mind three basic objectives in planning his undergraduate program: education for articulate oral and written expression; education for greater understanding of human institutions and values; education to develop greater power in thinking. The committee emphasized the need for a broad, liberal education with development of the student's intellectual interests rather than one directed too pointedly for later professional training and practice. Students planning to apply for admission to law school should plan to take the Law School Admission Test early, preferably in November, of their senior year. Students wishing further information concerning appropriate undergraduate programs and the Law School Admission Test may contact either the Head of the Department of Political Science or the Dean of the College of Arts and Sciences.

SOCIAL WORK

The University offers courses usually considered desirable at the undergraduate level for students who plan to do advanced study in Social Work. It is suggested that such students inquire about specific requirements from the graduate school of their choice, preferably not later than at the end of their sophomore year. Although students may plan a limited career in this field with only a bachelor's degree, in order to work at the professional level a minimum of a master's degree is necessary.

The purposes of Pre-Social Work are:

1. To provide an understanding of the welfare programs established for man's social betterment;
2. To stimulate an interest in and a basis for graduate study;
3. To provide a general preparation for pre-professional employment in the welfare field.

Appropriate majors for students interested in Social Work are Sociology, Psychology, and Social Science Comprehensive, but it is well to take some work in all of these areas. Students seeking further information concerning appropriate undergraduate work related to a career in social work should arrange a conference with either the Head of the Department of Sociology-Anthropology, the Adviser to Social Science majors, or the Dean of the College of Arts and Sciences.

VETERINARY MEDICINE

Students interested in gaining admission to a school of veterinary medicine are advised to complete basic sequences in the sciences and mathematics regardless of the major field pursued.

For further information, a student may consult the Head of the Department of Agriculture, the Head of the Department of Biological Sciences, or the Head of the Department of Chemistry.

Specific information regarding requirements may be obtained from the schools of veterinary medicine or from the American Veterinary Medical Association, 600 South Michigan Avenue, Chicago, Illinois, 60605.

Departments and Course Offerings

SEMESTER PLAN

The University operates on the semester plan. The value of courses is, therefore, in terms of semester hours. A semester hour is assigned for a fifty-minute period of lecture or recitation for a semester of 18 weeks. In laboratory courses, at least two fifty-minute periods are necessary for a semester hour.

COURSE NUMBERING SYSTEM

- 100-199 Junior college (lower division) courses for freshmen and sophomores.
- 200-299 Senior college (upper division) courses for juniors and seniors. A student must have 60 semester hours to take courses at this level.
- 300-399 Advanced undergraduate and graduate courses. Courses at this level are open to juniors, seniors, and graduate students.
- 400-499 Graduate courses. For further information concerning graduate courses, consult the annual Graduate Catalog.

This *Undergraduate Catalog* contains courses numbered 100-399. The *Graduate Catalog* contains courses numbered 300-499.

TEACHING STAFF

The members of the teaching staff of each department for 1966-67 are listed in the departmental sections which follow. Those holding the ranks of instructor, assistant professor, associate professor, and professor are included. A complete list of faculty members, including those on leave during the 1966-67 academic year, begins on page 186.

Faculty members of the two laboratory schools are listed in the departments in which they hold academic ranks. Complete faculty lists for the Metcalf Elementary School and for University High School may be found on pages 184 and 185.

AGRICULTURE

TEACHING STAFF

Head of the Department: Harvey S. Woods. Office: Moulton 107.

Professors: Clarence L. Moore, Harvey S. Woods, Orville L. Young.

Associate Professors: Benton K. Bristol, Alfred A. Culver, Frederick W.

Fuess, Kenneth E. James.

Assistant Professor: James T. Thompson.

Instructor: Richard K. Litherland.

The major and minor fields in Agriculture are offered to students seeking arts and sciences degrees as well as degrees in teacher education.

COMPREHENSIVE MAJOR IN AGRICULTURE

The following courses are required: Agriculture 105, 111, 115, 116, 119, 121, 126, 135, 208, 213, 214, 216, 225, 227, 229, 232, 234, 296; Biological Sciences 121; Geography 175; Chemistry 112, 113.

A student who completes this comprehensive major in a program of teacher education is not required to take Education 231. Students who complete a teacher education program with this comprehensive major will be certified for teaching in Smith-Hughes agriculture programs.

Agriculture 296 will not count toward a comprehensive major for students seeking an arts and sciences degree.

MAJOR IN AGRICULTURE

Courses in Agriculture must total 36 semester hours. The following specific courses are required: 111, 115, 116, 119, 121, 126, 135 or 232, 208, 213, 225 or 227 or 228, 229.

MINOR IN AGRICULTURE

Courses in Agriculture must total 24 semester hours. The following specific courses are required: 115, 116, 121, 135, 229.

COURSES IN AGRICULTURE

105 *Genetics* 3 sem. hrs.

Problems of heredity, variation, and evolution. Though primarily for students in agriculture and science, the course may be taken by other students for its rich social values.

111 *Introductory Agricultural Economics* 3 sem. hrs.

Fundamental principles of economics in application to agriculture, agricultural finance, prices, taxation, marketing, and land use.

115 *Livestock Management* 3 sem. hrs.

Origin, development, and improvement of cattle, horses, poultry, sheep, and swine; character and form of various farm animals, identification of types and breeds, coupled with judging; management of farm animals.

116 *Livestock Feeding Principles* 3 sem. hrs.

Classes of feeds, nutrients, and their functions in the animal body; nature and extent of demands for feeds for maintenance, growth, fattening, milk, wool, and work; choice of feeds and the compounding of rations.

119 *Introduction to Dairying* 4 sem. hrs.

The dairy industry; breeds, selection, feeding, care and management of dairy cattle; quality milk production, milk products and milk testing.

121 *Crops* 4 sem. hrs.

Methods of planting, cultivating, and harvesting the common cereal and grain crops; control of fungus diseases, insect pests, and weeds; grades, improvement, and judging of grains. Production, utilization, and preservation of principal forage crops. Production and maintenance of meadows, pastures, and pasture mixtures.

126 *General Horticulture* 3 sem. hrs.

Fundamental theories and practices of fruit production, vegetable production, landscaping, and turf management. Propagation, selecting varieties, fertilization, and disease and insect control of commercial and non-commercial plantings.

135 *Farm Shop Work* 3 sem. hrs.

Farm shop organization and methods of teaching. Use and selection of tools for the performance of farm shop jobs. Practical jobs to develop skill suited to the needs of rural communities. For teachers of agriculture and general shop work in rural high schools.

141 *Introductory Beekeeping* 2 sem. hrs.

Fundamental facts of bee behavior, development and structure of honeybees, management for production of honey and beeswax and relation of beekeeping to horticulture and other fields of agriculture; location of apiary, assembling of equipment, and care of honey for the market.

201 *Problems in Agriculture* 3 sem. hrs.

Orientation in project work, 4-H Club, F.F.A., Rural Youth, Grange and Farm Bureau. Studies in cooperative marketing, land use, fertilizers, erosion control, hybrid corn and other crops, breeds of livestock, feeds and farm management. Particularly for teachers in service from villages and unit-district schools.

202 *Hay and Seed Quality* 3 sem. hrs.

Drying, germination, selection, and storage of seed; certification, distribution, and growing of better seeds; hybrid corn production; grading, judging, and showing grain and hay; inspection, performance, and purity tests. Prerequisite: Agriculture 121.

208 *Soils* 5 sem. hrs.

Origin, formation and classification of soils; soil treatment and management practices; laboratory practice in texture; acidity, plasticity, shrinkage and types. Prerequisite: Geography 175 and one course in Chemistry.

212 *Agricultural Economics* 3 sem. hrs.

Present-day agricultural economics, its place in the national economy, relief programs, effect of surplus on prices and incomes; price-raising schemes by government action; individual and cooperative adjustment and proposed reforms for agriculture.

213 *Farm Management* 3 sem. hrs.

Factors of production, such as equipment, labor distribution, cropping systems, and soils; organization and operation; types of farming.

214 *Marketing Agricultural Products* 2 sem. hrs.

Machinery of markets, price-making forces, reasons for existing practices, marketing services, cooperative marketing, and agriculture credit facilities.

216 *Farm Accounting* 2 sem. hrs.

Application of accounting principles and forms to the farm business. Attention given to farm financial records, feed records, labor records, production records, breeding records, inventories, and methods of determining livestock and crop production costs.

220 Dairy Cattle Breeding 3 sem. hrs.

Dairy herd improvement through breeding methods. Includes equipment, labor, management for purebred business, prominent breed families, popular blood lines, and pedigrees. Prerequisite: Agriculture 118.

225 Pork Production 3 sem. hrs.

Selection of breeds; care and management of breeding herd; care and feeding of growing and fattening pigs; McLean County Hog Sanitation Program; principles of selecting and judging swine for breeding and marketing.

227 Beef Production 3 sem. hrs.

Beef cattle industry; care and management of the breeding herd; care and feeding of fattening cattle; buildings and equipment; the fitting of cattle for show and sale.

228 Poultry Management 4 sem. hrs.

Selection of building site, housing, fixtures for poultry houses; choosing of breeds; management, feeding, and improvement of laying and breeding flock; selection, care, and incubation of eggs; brooding and growing chicks; marketing of products.

229 Livestock Judging 2 sem. hrs.

Fundamentals of livestock judging and its relation to production, marketing, and showing, individual scoring and comparative judging, show-ring practices, judging contests; breed and variety characters. Prerequisite: Agriculture 115.

230 Farm Meats 2 sem hrs.

Farm butchering, cutting, care and curing of meats; judging of meats; correlation of conformation and finish of live animal to the quality of dressed carcass; nutritive value, economy, selection and utilization of different cuts.

232 Farm Machinery and Tractors 3 sem. hrs.

Design, construction, purchase, adjustment, operation, maintenance, and repair of field machinery and tractors. Not open to students who have completed Agriculture 231.

233 Poultry Breeding, Judging, and Exhibiting 3 sem. hrs.

Genetic principles involved in poultry breeding, such as transmission of egg production, broodiness, egg shell and feather color; breeds and types of standard bred poultry; judging; preparation of poultry for show purposes. A small poultry show will be conducted by the class. Prerequisite: Agriculture 228.

234 Soil and Water Conservation; Farm Structures 3 sem. hrs.

Drainage, soil erosion control and water conservation on farms; planning, materials, construction, repair, and adaptation of structures to farm needs.

235 Advanced Soil and Water Conservation 3 sem. hrs.

Advanced work and practice in the principles of planning, constructing, and adapting soil conservation, water conservation, and drainage practices for Illinois farmers, and the application of surveying to these principles. Prerequisite: Agriculture 234.

239 Advanced Livestock Judging 2 sem. hrs.

Continuation of Livestock Judging 229. Judging various species of livestock in relation to their functions in the show ring and on the market; examination and evaluation of carcasses. Prerequisite: Agriculture 229.

295 Summer Experience in Agriculture Education 2 sem. hrs.

Experience in the summer work of a vocational-agriculture teacher; planning summer work, planning adult and young farmer classes, working with school-sponsored organizations, becoming acquainted with sectional activities, methods of supervising the farming programs, studying the community, orientation to facilities in the school and department of agriculture, attending the workshop for teachers and observation of the first week of school. Usually offered the last two weeks of August through the first week of September.

296 *Methods and Procedures in Agriculture Education* 5 sem. hrs.

Procedures in planning a complete program of agriculture education; methods of teaching high school and adult education programs; counseling responsibilities; keeping records and making reports. This course must be completed prior to student teaching in Vocational Agriculture. Prerequisite: Education 216.

ANTHROPOLOGY

(See Sociology-Anthropology)

ART

TEACHING STAFF

Head of the Department: F. Louis Hoover. Office: Centennial Building West 203.

Professors: Ruth M. Freyberger, F. Louis Hoover, Stanley G. Wold.

Associate Professors: George Barford, William R. Stewart.

Assistant Professors: Harold E. Boyd, Lillian N. Dochterman, W. Douglas Hartley, Joy A. Holm, Barry E. Moore, Joseph M. Natale, Edwin E. Niemi, Alice R. Ogle, Mary M. Packwood, C. Louis Steinburg, John H. Wesle, James L. Wozniak.

Instructors: Stephen A. Bennett, Walter F. Bock, Rex E. Dorethy, Jacquelyn A. Gundersen, Richard K. Hillis, Philip James, Mary Jane Kidd, Marilyn P. Newby, Alice Ottinger, Thomas L. Ruud, Joseph R. Shepler, Martha F. Shepler, E. Robert Steff, Naomi W. Towner, Franklin R. Utech, Vivian A. Varney, Jean Zamboni.

GENERAL EDUCATION COURSES

To meet requirements for groups I and V, students may choose from the following courses in Art: 100, 150, 155, 156, 250, 370.

TEACHING FIELDS

MAJOR IN ART

This field may require more than 128 semester hours for graduation, depending on the choice of a minor.

Courses in Art must total 50 semester hours. The following specific courses are required: 103, 104, 109, 110, 113, 114, 126, 127, 132, 155, 156, 161, 201, 202, 203, 204, and 261 or 262.

COMPREHENSIVE MAJOR IN ART

Courses in Art must total 60 semester hours. However, certain courses outside the Department may be included when approved by the Head of the Department of Art.

The following specific courses in Art are required: 103, 104, 109, 110, 113, 114, 124, 126, 127, 132, 155, 156, 161, 201, 202, 203, 204, 261, 262, 370.

MINOR IN ART

Courses in Art must total 22 semester hours. The following specific courses are required: 103, 104, 113, 126, 150, 201, 202 or 203, 204. Art 204 must be taken concurrently with Art 202 or 203.

The Department of Art reserves the right to keep for demonstration and exhibition examples of work done by students for course requirements.

MAJORS AND MINORS FOR ARTS AND SCIENCES DEGREES

MAJOR IN ART

Courses in Art must total 42 semester hours. The following specific courses are required: 103, 104, 109, 110, 113, 114, 126, 127, 132, 155, 156, 161, 261 or 262, and 370.

COMPREHENSIVE MAJOR IN ART

Courses in Art must total 60 semester hours. The following specific courses in Art are required: 103, 104, 109, 110, 113, 114, 124, 126, 127, 132, 155, 156, 161, 261, 262, 370.

MINOR IN ART

Courses in Art must total 22 semester hours. The following specific courses are required: 103, 104, 155, 156, and 370.

Art 201, 202, 203, and 204 do not count toward a major or minor in Art for students seeking a non-teaching degree.

COURSES IN ART

100 *Introductory Art Workshop* 2 sem. hrs.

Opportunity to work with a variety of materials in such areas as drawing, painting, printmaking, sculpture, and crafts.

101 *Art Activities for Elementary Schools* 2 sem. hrs.

The nature of the child at different stages of his growth in terms of his creative expression. Practical experience with a variety of materials and techniques suitable for the elementary school including design principles, lettering, signs and posters, scrap material projects and the use of crayons, clay and printing techniques.

102 *Art Activities for Elementary Schools* 3 sem. hrs.

Continuation of Art 101 including experimentation in drawing and painting, sculpture, cut and torn paper, bulletin board arrangement, the making of masks and murals.

103 *Visual Elements* 2 sem. hrs.

Fundamentals of two-dimensional design including color theory and principles of composition.

104 *Basic Drawing* 2 sem. hrs.

Practice in drawing using a variety of materials including pencil, crayon, brush, pen and ink.

105 *Teaching Art in the Junior High School* 2 sem. hrs.

A specific study of the art program needed by children in the junior high school. Social and physiological needs and their effects on the young adolescent. To train the student in skills and techniques suitable for this age group. Prerequisite: Art 101 and 102.

108 *Structural Design* 2 sem. hrs.

Principles of design as applied to creating products for the home or for industry. Actual practice in product design, with emphasis on the form of the product and the material from which it is made. Field trips to study local buildings with fine design and interiors.

109 *Basic Materials* 2 sem. hrs.

Workshop class concerned with the investigation and experimentation of fundamental materials including paper, wood, glass, metal, and plastics. Emphasis on visual and tactile qualities and methods of construction.

110 *Basic Materials* 2 sem. hrs.

Workshop class using the same materials as those in Art 109 and introducing the concept of space as an element of design. Emphasis on forming, joining, and finishing of materials.

111 *Art Fundamentals* 3 sem. hrs.

Practice in the use of fundamental art elements and principles in creative problems applied to everyday living in the home, school, and community. Emphasis upon the total work of art rather than upon media or technique. Primarily for students in Home Economics.

113 *Life Drawing and Modeling* 3 sem. hrs.

Anatomy and design of the human figure as a basis for use in creative expression. Media will include pencil, charcoal, lithograph, conté, and pen and ink.

114 *Life Composition* 3 sem. hrs.

Continuation of the study of the human form, with special emphasis upon composition and the ability to achieve expressive drawing. Prerequisite: Art 113.

116 *Puppetry* 2 sem. hrs.

Brief survey and construction of several kinds of puppets suitable for use in elementary and secondary schools. Paper-bag and cloth puppets, stick and hand puppets, and string-controlled marionettes will be included.

118 *Landscape Composition and Sketching* 3 sem. hrs. Summer only

Recreational course in sketching out-of-doors, using such graphic media as pencil, charcoal, and chalks.

124 *Introduction to Jewelry* 2 sem. hrs.

Fundamental processes in the crafting of precious and semi-precious metals. Exploration of processes suitable for teaching jewelry in the public schools such as stone setting, surface treatments, cutting, forming and finishing.

126 *Lettering and Layout* 2 sem. hrs.

Historical and technical development of letter forms. Studio work with pen, brush and mechanical letter styles. Basic principles of advertising layout and printing processes as used in school publications. Prerequisite: Art 101, 103 or 111.

127 *Pottery* 2 sem. hrs.

Designing, making, glazing, and firing of pottery, accompanied by a study of the differences in earthenware, stoneware, and porcelain. Formulation of criteria for appraisal of various types of pottery.

132 *Sculpture* 2 sem. hrs.

Experimentation with modern sculptural techniques, including direct carving and the making of molds and casts.

140 *Weaving* 3 sem. hrs.

Introduction to various weaving techniques with emphasis on a creative approach in the use of color and texture. Experimental work in rugs, wall hangings, tapestries, drapery and upholstery incorporating the use of cotton, linen, wool, synthetic yarns and indigenous fibers, reeds and grasses. Also an introduction to the use of a wide variety of looms and equipment.

150 *Art for Contemporary Living* 2 sem. hrs.

Contemporary art forms and their relationship to everyday living. Attention given to the application of art principles in the selection of home furnishings, appliances, and other useful articles. Students who have had the former Art 107 may not take this course for credit.

155 *History of Art* 3 sem. hrs.

Development of art from prehistoric times to the Renaissance.

156 *History of Art* 3 sem. hrs.

Development of art beginning with the Renaissance to World War I.

161 *Experimental Painting* 2 sem. hrs.

Experimental work with a variety of transparent and opaque water base painting media.

162 *Experimental Painting* 2 sem. hrs.

Continued experiments in water base painting media; based upon individual interests. Prerequisite: Art 161.

200 *Art Materials for Elementary Schools* 3 sem. hrs.

The significance of the art experience at different stages in the growth and development of children. Practical experience in working with art materials suitable for the elementary level, such as crayon and chalk techniques, manuscript lettering, clay, cut and torn paper, scrap material projects, drawing and painting. For transfer students of junior standing and teachers in the field. Students who have had Art 101 and 102 may not take this course for credit.

201 *Crafts for Elementary Schools* 3 sem. hrs.

Simple crafts suitable for the elementary level such as weaving, simple jewelry, stitchery, enameling, hand puppets and printing techniques. Emphasis upon the sequential development of the craft in relation to the maturity and growth of the child. Students who have had Art 207 may not take this course for credit. Prerequisite: Art 101 or 103.

202 *Teaching Art in Elementary Schools* 2 sem. hrs.

Principles for establishing a creative art program in an elementary school. Planning of art work as an integral part of the experiences of the child at various levels.

203 *Teaching Art in the High School* 2 sem. hrs.

The development of art curricula to meet the needs of high school students. Problems of teaching and administering the school art program. Adapting the art program to large or small high schools and integrating it with other subject matter and extra-curricular activities.

204 Junior Participation in Art 1 sem. hr.

Observation and participation in teaching art at the elementary or secondary levels. This course must be taken concurrently with either Art 202 or 203.

206 The Art Resource Person 1 sem. hr.

Role of art resource person in developing an art program at the elementary school level. Learning how to plan and work with other school personnel; providing appropriate art instructional materials for elementary classroom teachers. Prerequisite: 10 semester hours in Art.

207 Art for Exceptional Children 3 sem. hrs.

Practical use of design, materials, and techniques in the production of various crafts, plus methods of teaching to meet the individual art needs of children in special classes. For students in Special Education. Students who have had Art 201 may not take this course for credit. Prerequisite: Art 101.

211 Crafts for Secondary Schools 3 sem. hrs.

Advanced craft techniques suitable for secondary schools with emphasis upon design principles and functionality. Prerequisite: Art 103 or 111.

213, 214, 215 Life Drawing 1 sem. hr. each (Formerly 120, 121, 122)

Practice in drawing the human figure. Prerequisite: Art 114.

224 Jewelry 2 sem. hrs.

Advanced problems in three-dimensional design: additional techniques in shaping, forming, casting and finishing precious metals. Studio experience in jewelry, silversmithing, cutting and setting of semi-precious stones. Emphasis placed upon craftsmanship and growth in design sensitivity. Prerequisite: Art 124.

226 Lettering and Layout 2 sem. hrs.

Advanced problems in lettering and layout with emphasis upon school publications. Prerequisite: Art 126.

227 Ceramics 2 sem. hrs.

Advanced problems in ceramic design. Prerequisite: Art 127.

232 Sculpture 3 sem. hrs.

Advanced composition in various media suitable for sculpture. A survey of contemporary trends in sculpture. Prerequisite: Art 132.

240 Weaving 3 sem. hrs.

Advanced work in various weaving techniques with an emphasis on finished work of aesthetic and functional values. Prerequisite: Art 140.

245 Printmaking 2 sem. hrs.

Introduction to printmaking techniques including lithography, intaglio, and wood cuts.

250 The Arts and Modern Man 2 sem. hrs.

Selected works from music, theatre and the visual arts are studied as the aesthetic expressions of the concerns, the values and the aspirations of contemporary man. The significance of all the arts as creative forces in our society are discussed; and the symbol systems of the three arts are explained. Conducted by members of the Departments of Art, Music, and Speech.

261 and 262 Oil Painting Each 3 sem. hrs.

Composition in oil and survey of contemporary trends in painting. Prerequisite: Art 161.

321 *Philosophy of Art Education* 3 sem. hrs.

The role of art in society and the historic development of art education in public schools. Emphasis upon the development of a personal philosophy of the role of art in the democratic society.

324 *Advanced Jewelry and Silversmithing* 2-6 sem. hrs.

Special problems in jewelry and silversmithing. May be repeated. Prerequisite: Art 224.

327 *Advanced Ceramics* 2-6 sem. hrs.

Special problems in ceramics. May be repeated. Prerequisite: Art 227.

331 *Advanced Drawing* 1-3 sem. hrs.

Special problems in drawing. May be repeated. Prerequisite: Art 114.

332 *Advanced Sculpture* 2-6 sem. hrs.

Special problems in sculpture. May be repeated. Prerequisite: Art 232.

340 *Advanced Weaving* 2-6 sem. hrs.

Special problems in weaving. May be repeated. Prerequisite: Art 240.

345 *Advanced Graphics* 2-6 sem. hrs.

Special problems in graphic arts. May be repeated. Prerequisite: Art 245.

351 *Special Projects in Art* 2-6 sem. hrs.

Special projects in art or art education chosen by the student for investigation with the approval of the instructor. A student may enroll in this course for credit more than once if the material covered is not duplicated.

361 *Advanced Painting* 2-6 sem. hrs.

Special problems in painting. May be repeated. Prerequisite: Art 262.

370 *Contemporary Art* 2 sem. hrs.

Development of modern movements in painting, sculpture, architecture, and industrial design in Europe and America.

375 *Renaissance Art* 3 sem. hrs.

General influence determining the art product in Italy, Germany, Holland, England and Flanders; related arts. Sources and readings for research. Chronological survey of artistic evidence in architecture, sculpture, painting, and the minor arts.

381 *Art in the United States* 3 sem. hrs.

A survey of the development of painting, sculpture, industrial design, and architecture in the United States with an emphasis upon twentieth-century trends.

BIOLOGICAL SCIENCES

TEACHING STAFF

Head of the Department: R. Omar Rilett. Office: Science Building 206.

Professors: Walter H. Brown, Eleanor Dilks, J. Louis Martens, Edward L. Mockford, E. Ione Rhymer, R. Omar Rilett, Robert D. Weigel, Edwin R. Willis.

Associate Professors: Herman E. Brockman, Robert M. Chasson, Kenneth L. Fitch, John L. Frehn, Clarence W. Hardiman, Howard R. Hetzel, J. Alan Holman, Anthony E. Liberta, Orrin J. Mizer, Mathew J. Nadakavukaren, David D. Pittman, Jim N. Tone.

Assistant Professors: John R. Carlock, Delano K. Cox, John C. Cralley, Harry O. Jackson, D. Reed Jensen, Harold A. Moore, Mohammed M. Sayeed, Jack A. Ward, David F. Weber.

Instructors: Jeanne W. Fitch, Anne H. Nadakavukaren, Louis P. Skizas.

GENERAL EDUCATION COURSES

To meet requirements for groups III and V, students may choose from the following courses in the Biological Sciences: 100, 121, 122, 123, 181, 182, 190, 191, 192, 194, 260. For group V, Biological Sciences 102 may be used. Biological Sciences 145 is required in group IV.

MAJOR IN THE BIOLOGICAL SCIENCES

Courses in the Biological Sciences must total 37 semester hours, including 121, 190, 216, 217, 304, 319. Each student must take a minimum of 8 semester hours of laboratory courses in botany and 8 semester hours of laboratory courses in zoology.

COMPREHENSIVE MAJOR IN THE BIOLOGICAL SCIENCES

Courses in the Biological Sciences must total 53 semester hours, including 121, 190, 216, 217, 304, and 319. Each student choosing this field must complete a minimum of 8 semester hours of laboratory courses in botany, 8 semester hours of laboratory courses in zoology, and an additional 12 semester hours of study in courses numbered 200 or higher.

MINOR IN THE BIOLOGICAL SCIENCES

Courses in the Biological Sciences must total 24 semester hours. The following specific courses are required: 121; 190; and at least 8 semester hours selected from 122, 123, 191, 192, 216, 217, 319.

MINOR IN GENERAL SCIENCE

A student who has a major in the Biological Sciences may complete this minor by taking the following courses: Chemistry 112; Geography 105, 110, 175; Physics 170, 171.

MAJOR IN HEALTH EDUCATION

Students who have a major in the Biological Sciences or Health and Physical Education may complete this field by taking the following courses, in addition to those required for a minor in Health Education: Biological Sciences 242, 382; Education 202 or 203 or 204; Psychology 201, 232; Health and Physical Education 180; Home Economics 212; Social Sciences 261, 262.

MINOR IN HEALTH EDUCATION

The following 27 semester hours are required: Biological Sciences 191

and 192, or 181 and 182; 248; 260; 240 or 340; 284; 285; Home Economics 106 or Industrial Arts 171.

The major, minor, and comprehensive major are the same for a teaching degree as for a degree in arts and sciences.

COURSES IN THE BIOLOGICAL SCIENCES

100 *Introduction to Biological Science* 3 sem. hrs.

A course emphasizing basic biological principles. Lecture and laboratory. Not open to biology majors or minors or students who have had a university-level laboratory course in biology.

102 *Field Study in Marine Biology* 2 sem. hrs.

Collection and identification of certain groups of marine organisms from the coastal areas of Florida and the West Indies. Lecture, laboratory and field trip.

121 *General Botany* 4 sem. hrs.

Introduction to the principles of structure, function, growth, reproduction and classification of plants. Lecture and laboratory.

122 *Comparative Botany* 4 sem. hrs.

Morphology and phylogeny of the non-vascular plants. Lecture and laboratory. Prerequisite: Biological Sciences 121.

123 *Comparative Botany* 4 sem. hrs.

Morphology and phylogeny of the vascular plants. Lecture and laboratory. Prerequisite: Biological Sciences 121.

145 *Hygiene* 2 sem. hrs.

Basic human physiology, the nature of disease, and the principles and problems of personal health. Lecture.

160 *Elementary Bacteriology* 4 sem. hrs.

Morphology, ecology, and principal activities of bacteria, yeasts, and molds as related to nursing, public health, communicable disease and sanitation. Lecture and laboratory.

181 *Functional Anatomy* 4 sem. hrs.

Introduction to fundamentals of anatomy and physiology through study of protoplasm, tissue types, metabolism and human inheritance. Second half of semester devoted to the nervous system and sense organs. Designed for students in special education, health education, nursing, and psychology. Lecture and laboratory. Not open to biology majors.

182 *Functional Anatomy* 4 sem. hrs.

Continuation of 181. Mammalian anatomy and physiology with special emphasis on man. Lecture and laboratory. Prerequisite: Biological Sciences 181.

183 *Physiology and Anatomy* 4 sem. hrs.

Mammalian systemic physiology with emphasis on the structure and function of the human body. Lecture and laboratory.

190 *General Zoology* 4 sem. hrs.

Physiology, morphology, anatomy, genetics, and evolution of representatives of the animal phyla. Lecture and laboratory.

191 *Comparative Zoology* 4 sem. hrs.

Phylogeny, comparative anatomy, and embryology of invertebrates. Lecture and laboratory. Prerequisite: Biological Sciences 190.

192 *Comparative Zoology* 4 sem. hrs.

Evolution and comparative anatomy of vertebrates. Lecture and laboratory. Prerequisite: Biological Sciences 190.

194 *Entomology* 4 sem. hrs.

Morphology, physiology, life histories and taxonomy of insects. Lecture and laboratory. Prerequisite: Biological Sciences 190.

201 *Field Biology* 3 sem. hrs.

Ecological principles and taxonomy of native plants and animals. Lecture, laboratory, and field trips. Prerequisite: Biological Sciences 121 or 190.

202 *Natural Science* 3 sem. hrs.

A survey of insects, rocks, and minerals of Illinois. Lecture and laboratory. Students with credit in Biological Sciences 204 may not take Biological Sciences 202 for credit. Not open to Biology majors or minors.

203 *Natural Science* 2 sem. hrs.

A survey of plants native to Illinois. Lecture and laboratory. Students with credit in Biological Sciences 204 may not take Biological Sciences 203 for credit. Not open to Biology majors or minors.

204 *Natural Science* 4 sem. hrs.

A survey of plants and animals native to Illinois. Lecture and laboratory. Students who have had Biological Sciences 202 or 203 may not take this course for credit. Not open to Biology majors or minors.

216 *General Physiology* 4 sem. hrs.

Chemical and physical aspects of life processes. Lecture and laboratory. Prerequisites: Biological Sciences 121 and 190 and a course in Chemistry.

217 *General Physiology* 4 sem. hrs.

Continuation of Biological Sciences 216. Chemical and physical aspects of life processes. Lecture and laboratory. Prerequisite: Biological Sciences 216.

240 *Modern Health Problems and Procedures* 3 sem. hrs.

Interpretation of personal health and group health problems to acquaint teachers with recent developments in the field of health. Lecture.

242 *Community Public Health* 2 sem. hrs.

Principles of epidemiology, isolation techniques, and community health in general. Lecture.

248 *School Health* 2 sem. hrs.

Topics relating to health programs in the elementary school. Lecture. Prerequisite: Biological Sciences 145.

259 *Health Center* 1-6 sem. hrs.

Health legislation, health services, and health education programs. Designed to aid teachers and administrators in correlating school and community resources into a comprehensive health program. Lecture. Prerequisite: Teaching experience or Biological Sciences 248.

260 *Introductory Bacteriology* 4 sem. hrs.

Fundamental concepts of microbiology, with emphasis on bacteria, yeast, molds, and viruses, and their roles in nature, industry, health, infection, and immunity. Prerequisites: Four hours credit in biology and credit or registration in chemistry.

261 *General Bacteriology* 2 sem. hrs.

General characteristics and methods of cultivation and identification of bacteria; biochemical changes in bacteria; their role in industry. Lecture and laboratory. Prerequisite: Biological Sciences 260.

284 *The Human Body* 4 sem. hrs.

Dissection of the human body exclusive of the head and neck. Prerequisite: Biological Sciences 182 or 192 or Health and Physical Education 182.

285 *The Human Body* 2 sem. hrs.

Dissection of the head and neck with emphasis on the central nervous system and sense organs. Prerequisite: Biological Sciences 182 or 192 or Health and Physical Education 182.

300 and 301 *Readings in the Biological Sciences* Each 1 sem. hr.

Readings of classical and modern biological literature.

302 *History of Biology* 3 sem. hrs.

A study of great biologists emphasizing their contributions to the development of the biological sciences. Lecture.

303 *Natural Science for Elementary Teachers* 3 sem. hrs.

Present-day developments in science in relation to instruction in elementary schools. Content, activities, and approach involved in teaching an integrated science program at various grade levels. Lecture and laboratory.

304 *Seminar in Biology* 1 sem. hr.

Staff members, guest speakers and graduate students will discuss their current research at these seminars. All seniors and graduate students in the department are expected to participate each semester, but credit is given once only.

305 *Special Problems in Biology* 1-3 sem. hrs.

Special work in fields represented by the research interests of the staff. Assignments depend upon the student's interest and background. Projects must be approved by the staff member and the head of the department.

306 *Regional and Area Studies* 1-9 sem. hrs.

An intensive study of particular lands, environments, cultures, and peoples. May be given in cooperation with other departments, on or off the campus. The areas to be studied, participating departments, and credit hours available in the several departments will be announced each time the course is offered.

318 *Laboratory Techniques* 2 sem. hrs.

Preparation of permanent microscope slides of plant and animal tissues and special techniques for whole mounts, plastic embedding, plastic injections, and nerve preparations. Lecture and laboratory.

319 *Genetics* 4 sem. hrs.

Data and concepts of genetics from Mendel to today. Lecture and laboratory. Prerequisite: Twelve semester hours of laboratory courses in biological sciences, or consent of instructor.

320 *Plant Pathology* 4 sem. hrs.

Systematics, morphology, life-cycles, and control measures for organisms causing plant diseases. Lecture and laboratory.

331 *Taxonomy of Vascular Plants* 4 sem. hrs.

Plant classification with emphasis on native and naturalized species. Lecture and laboratory.

332 *Taxonomy of Non-Vascular Plants* 4 sem. hrs.

Plant classification with emphasis on the evolution of the algae, fungi, and bryophytes. Lecture and laboratory. Prerequisite: Biological Sciences 122.

333 *Comparative Plant Morphology* 4 sem. hrs.

Comparative morphology of vascular plants emphasizing morphogenesis. Lecture and laboratory. Prerequisite: Biological Sciences 123.

334 *Introductory Mycology* 3 sem. hrs.

Morphology, taxonomy, and evolution of the fungi. Lecture and laboratory.

340 *Administration of School Health* 3 sem. hrs.

Administration and organization of school health programs and health education programs. Lecture.

342 *Introduction to Biochemistry*

See Chemistry 342.

360 *Sanitation* 4 sem. hrs.

Microbiology as applied to community water supplies, waste disposal, swimming pools, foods and their distribution, and stream and air pollution. Lecture and laboratory. Prerequisite: Biological Sciences 260.

365 *Phycology* 4 sem. hrs.

Taxonomy, morphology, anatomy, and physiology of the algae with special emphasis on species common to Illinois. Lecture and laboratory. Prerequisite: Biological Sciences 122.

381 *Applied Human Anatomy* 4 sem. hrs.

Study of the human body with emphasis on the musculo-skeletal and nervous systems. Designed for students who will teach physically handicapped children. Lecture and laboratory. Prerequisites: Biological Sciences 182 or Health and Physical Education 182.

382 *The Eye—A Laboratory and Clinical Study* 2 sem. hrs.

Anatomy and physiology of the eye. Lecture and laboratory supplemented by clinical demonstrations on the detection and care of eye disorders. Prerequisite: Biological Sciences 182.

383 *Parasitology* 4 sem. hrs.

Morphology, life histories, and host-parasite relationships of arthropod, helminth, and protozoan parasites. Lecture and laboratory.

385 *Physical Defects—Survey and Rehabilitation* 3 sem. hrs.

Physical defects of handicapped children and procedures used in rehabilitation. For those preparing to teach special classes of physically-handicapped children. Lecture and laboratory. Also offered as Health and Physical Education 385. Prerequisite: Biological Sciences 381.

391 *Entomology* 4 sem. hrs.

Anatomy, physiology, and embryology of insects. Lecture and laboratory.

392 *Embryology* 4 sem. hrs.

Comparative embryology of the vertebrates with emphasis on avian and mammalian embryos. Lecture and laboratory. Prerequisite: Biological Sciences 192.

394 *Protozoology* 4 sem. hrs.

Survey of the Phylum Protozoa, emphasizing morphology, physiology, reproduction, and taxonomy. Lecture and laboratory.

395 *Biology of the Lower Vertebrates* 4 sem. hrs.

The biology of fish, amphibians, and reptiles. Lecture and laboratory.

396 *Biology of the Higher Vertebrates* 4 sem. hrs.

The biology of birds and mammals. Lecture and laboratory.

BOTANY

(See Biological Sciences)

BUSINESS EDUCATION

TEACHING STAFF

Head of the Department: Lewis R. Toll. Office: Turner Hall 210B.

Professors: Arnold C. Condon, Raymond W. Esworthy, Harold F. Koepke, H. Earle Reese (CLU, CPCU), Lewis R. Toll.

Associate Professors: James A. Hallam, Thomas J. Luck, Warren S. Perry.

Assistant Professors: Helen W. Benjamin, Thomas A. Brigham (CPA, CDP), James F. Brubeck, Frances E. Elfstrand, Norene R. Kurth, Robert R. Smith, Harriet R. Wheeler.

Instructors: Frederick Davison, C. LeRoy Dohleman, Edmund F. Ficek, Gary L. Fish, Terry M. Frame, Jean K. Grever, Jane M. Irvin, Donette D. Jackson, Alan N. Knofla, Mary Ann Lynn, Herbert C. Sieg.

GENERAL EDUCATION COURSES

To meet requirements for group V, students may choose from the following courses in Business Education: 111, 141.

TEACHING FIELDS

MAJOR IN SECRETARIAL EDUCATION

Courses in Business Education must total 37 semester hours. The following specific courses are required: 111, 112*, 113*, 114, 115, 122*, 123*, 124, 131, 132, 211, 261, 262. In addition to the 37 semester hours, Economics 107 is required.

MAJOR IN BUSINESS ADMINISTRATION

Courses in Business Education must total 37 semester hours. The following specific courses are required: 111; 112* and 113*, or 113 and 114 or 211; 117; 131; 132; 141; 142; 231; 232; 252; 261; one additional course numbered above 252. In addition to the 37 semester hours, Economics 107 is required.

COMPREHENSIVE MAJOR IN BUSINESS EDUCATION

A minor field is not necessary with this comprehensive field.

Courses in Business Education must total 50 semester hours. The following specific courses are required: 111; 112* and 113*, or 113, or 114; 115; 117; 122*; 123*; 124; 131; 132; 141; 142; 211; 231; 252; 261, 262; at least three

* Students who have had some training in typewriting and shorthand in high school or private school may be excused, upon consultation with the Head of the Department, from one or more of the following courses: 112, 113, 122, and 123. The minimum requirement for teaching shorthand or typewriting is six semester hours in the subject and twenty semester hours in the field.

additional semester hours in courses numbered 200 or more. Economics 171 may be used toward this field. In addition to the 50 semester hours, Economics 107 is required.

MINOR IN SECRETARIAL EDUCATION

Courses in Business Education must total 20 semester hours. The following specific courses are required: 112*, 113*, 114, 122*, 123*, 124, 211.

MINOR IN ACCOUNTING AND LAW

Courses in Business Education must total 21 semester hours. The following specific courses are required: 117, 131, 132, 141, 142, 231, 232 or 252.

MINOR IN GENERAL BUSINESS

Courses in Business Education must total 20 semester hours. The following specific courses are required: 111, 131, 132, 252, 253, 254 or 256, 255 or 356.

MINOR IN DISTRIBUTIVE EDUCATION

Courses in Business Education must total 24 semester hours. The following specific courses are required: 117, 131, 132, 141, 252, 254, 255, 256, 357.

Geography 130, Economic Geography, may be used in a major, comprehensive, or minor in Business Education.

COMPREHENSIVE MAJOR AND MINOR FOR ARTS AND SCIENCES DEGREE

COMPREHENSIVE MAJOR IN BUSINESS ADMINISTRATION

Courses in Business must total 50 semester hours. The following specific courses are required: 111, 117, 131, 132, 141, 142, 231, 252, 253, 255, 311 or 312, 356, 360.

MINOR IN GENERAL BUSINESS

Courses in Business must total 20 semester hours. The following specific courses are required: 111, 131, 132, 252, 253, 254 or 256, 255 or 356.

COURSES IN BUSINESS EDUCATION

111 *Introduction to Business* 3 sem. hrs.

Basic fundamentals of business operation such as: borrowing, lending, elementary contract making, business ethics, buying and selling practice, planning and budgeting, and an approach to the mathematics of business activities.

* Students who have had some training in typewriting and shorthand in high school or private school may be excused, upon consultation with the Head of the Department, from one or more of the following courses: 112, 113, 122, and 123. The minimum requirement for teaching shorthand or typewriting is six semester hours in the subject and twenty semester hours in the field.

112 Typewriting 2 sem. hrs.

Knowledge of the typewriter and development of skill in typewriting smoothly, accurately, and continuously for ten minutes from straight copy.

113 Typewriting 3 sem. hrs.

Development of individual skills in operation to a minimum attainment of forty words per minute on a varied selection of material. Instructional methods are included. Prerequisite: Business Education 112 or one year of high-school typewriting.

114 Typewriting 3 sem. hrs.

Skill in setting up all forms of letters, in typing legal and business documents, in tabulation, and in cutting stencils is required. At the end of the course the student must submit three ten-minute tests with a net rate of at least fifty words per minute. Prerequisite: Business Education 113 or two years of high-school typing.

115 Business Correspondence 2 sem. hrs.

Fundamental principles that govern the several kinds of business letters and practical methods of writing the types which arise from the more typical business situations. Composition of the common types of business reports.

117 Business Mathematics 3 sem. hrs.

Background course in business education providing training for those preparing to teach business arithmetic in high schools. Problem material, fundamental business calculations, financial statements and analysis, and the mathematics of merchandising.

122 Shorthand 3 sem. hrs.

Learning and applying principles of Gregg shorthand. Developing skill achieved through reading, drills, and dictation. Extensive use of the stenographic laboratory for writing shorthand from dictation tapes. Prerequisite: Typewriting 112 or a course in typewriting taken in high school or college.

123 Shorthand 3 sem. hrs.

Continued development of skills in writing, reading, and vocabulary building. Introduction to transcription. Stenographic laboratory work required. Dictation requirements: 80 to 110 words a minute for three minutes. Prerequisite: Business Education 122 or one year of high school shorthand.

124 Shorthand 3 sem. hrs.

Dictation and transcription course with emphasis on letter set-up, principles of English mechanics, and development of transcribing ability. Stenographic laboratory work required. Dictation requirements: 100 to 130 words a minute for three minutes. Prerequisite: Business Education 123 or two years of high school shorthand.

131 Accounting 3 sem. hrs.

Business records in single proprietorship and in partnership. Covers operating statements and balance sheets with particular attention to the forms and the sources of the facts in the statements. Includes practice with controlling accounts, columnar journals, adjusting and closing books, and the work sheet.

132 Accounting 3 sem. hrs.

Corporation accounting including consideration of cost accounting elements and the preparation of manufacturing statements. Interpretation of simple financial statements. Problem material is used to give the student sufficient opportunity for practice in accounting usage. Prerequisite: Business Education 131.

141 Business Law 3 sem. hrs.

Law and its administration, contracts, agency, negotiable instruments, labor legislation, insurance, and suretyship. Case materials are used to develop an understanding of legal principles.

142 Business Law 3 sem. hrs.

Bailment, common carriers, sales partnerships, corporations, property, bankruptcy, torts, and business crimes. Problems and case materials are included.

211 Office Practice 3 sem. hrs.

Practice in assuming various office duties, in supervising office routine, in securing a measure of skill on the various office machines, and in working projects that can be used for the teaching of advanced typewriting and office practice courses in the high school. This course counts as credit in typewriting. Prerequisite: Business Education 113 or 114.

231 Accounting 3 sem. hrs.

Relationship of accounting to business management; internal control procedures; transaction analysis pertaining to the acquisition of assets and services, income, corporate capital; analysis of financial statements. Prerequisite: Business Education 132.

232 Accounting 3 sem. hrs.

Organizational accounting; insurable business risks; consolidated statements; special purpose procedures and statements related to disinvestment, reorganization, and liquidation. Prerequisite: Business Education 231.

233 Advanced Accounting 3 sem. hrs.

Use of the problem technique to explore advanced accounting concepts and principles related to consolidated statements, foreign exchange business combinations, reorganization and liquidation, and actuarial science. Prerequisite: Accounting 232.

252 Economics of Business 3 sem. hrs.

Adjusting economic theory to intelligent business administration. Case-method approach is used. Profits and risk, demand and supply, business cycles and public policy are considered as factors influencing the decisions of management.

253 Business Organization and Management 3 sem. hrs.

Evaluation of different types of business organizations, methods of creation, and internal operating policies. Plant facilities, location, production, traffic problems, credit, human relations, control purchases, and sales are given special consideration. Prerequisite: Social Sciences 171 or Business Education 252.

254 Salesmanship 2 sem. hrs.

Practical problems of distribution of goods and consumer demand. Fundamentals essential for effective selling. Some selling practice is included. Prerequisite: Social Sciences 171 or Business Education 252.

255 Marketing 3 sem. hrs.

Functions, processes, agencies, and personnel involved in the marketing of goods and services of all major types, with emphasis on the distribution of consumer goods. Prerequisite: Economics 171 or Business Education 252.

256 Advertising 2 sem. hrs.

Discussion of principles and applications of advertising from a management point of view. Practice in planning an advertising campaign making use of various media. Prerequisite: Economics 171 or Business Education 252.

261 Principles of Business Education 2 sem. hrs.

Stimulation of professional interest in the entire field of business education through a consideration of such topics as: purposes of business education, outstanding research and literature in the field, construction of the business curriculum, surveys of the local business community and of present and former pupils, cooperative part-time training for office and distributive occupations, and guidance responsibilities of business teachers.

262 Teaching Secretarial Subjects 2 sem. hrs.

Teaching typewriting, shorthand, transcription, clerical office practice and secretarial office practice. Course of study planning, unit planning and lesson planning for these skill-development courses. Demonstration of the key lessons in each subject. The purpose and use of the major types of drills for group and individual instruction. Effective use of multiple channel tape recording systems and other audio-visual devices for each of the secretarial skill subjects. Prerequisites: Business Education 113 and 123.

299 *Independent Honor Study* 1-6 sem. hrs.

Intensive work in a special area of the student's major or minor. Each individual project is to culminate in a comprehensive written report and/or examination. Open only to resident students who have achieved superior academic records and who have demonstrated ability to profit from independent study. A maximum of six hours of credit in independent study may be applied toward graduation. Prerequisite: Permission of the instructor, the Head of the Department, and the Dean of the Faculty.

311 *Fundamentals of Life and Health Insurance* 3 sem. hrs.

General consideration of personal and business risks. Principles of life and health insurance and their applications.

312 *Fundamentals of Property and Liability Insurance* 3 sem. hrs.

Principles of property insurance with fundamental application to individuals, business enterprises, and governmental institutions. General consideration of risk in the fire, marine, bond, and casualty areas.

320 *Practicum in Office Machines Instruction* 2-3 sem. hrs.

Designed to serve as a professional education course for vocational teachers of office education programs (as described in Illinois State Plan for Vocational Education, Bulletin 182—Series B, Revised). Emphasis will be on recognition of the new ideas and clarification of the "how" and "why" of office machines, and on the application of demonstration teaching techniques and laboratory supervision. Prerequisite: Business Education 211.

321 *Practicum in Data Processing Instruction* 2-3 sem. hrs.

Designed to apply to the professional education needed for vocational teachers of "in-school" clerical programs, and to provide instruction and practice in teaching methodology to teachers of office practice, clerical practice, office machines, and business data processing. Emphasis will be on systems analysis and on the recognition of new developments in business data processing. Prerequisite: Business Data Processing Business Education 360, and consent of department head.

330 *Governmental Accounting* 3 sem. hrs.

Procedures, accounts, and reports of governmental agencies; the solution of problems embracing the practical application of fund accounting and the interpretation of financial reports of various government units. Prerequisite: 5 semester hours of accounting.

331 *Cost Accounting* 3 sem. hrs.

Elements of production costs, including materials, labor, and overhead or burden; the job-cost, the process-cost, and the standard-cost systems; the solution of problems embracing the practical application of costing methods, formulas, and standard costs. Prerequisite: 9 semester hours of accounting.

332 *Advanced Cost Accounting* 2 sem. hrs.

Consideration of current accounting problems involving cost-volume-profit analysis, capital budgeting, relevant costs, and other advanced cost accounting topics related to management decisions. Prerequisite: Business Education 331.

333 *Income Tax Procedure* 3 sem. hrs.

Federal income tax provisions affecting individuals and business enterprises, and problems involved in tax computations. Prerequisite: 6 semester hours of accounting.

340 *Production Management* 3 sem. hrs.

Principles and techniques of management as they apply specifically to the production of physical goods. Consideration is given to production planning and control, methods analysis and work measurement, inventory control, quality control, and plant location and layout. Prerequisite: Business Education 253, or consent of department head.

346 *Investments* 3 sem. hrs.

Introduction to the appraisal of securities and the management of investment funds, essentially from the viewpoint of the individual investor. Stresses principles of value determination and risks

association with various types of securities, including bonds, preferred stocks, and common stocks and their use in portfolios. Coverage includes government securities, industrials, utilities, and financial institutions.

356 *Business Finance* 3 sem. hrs.

Problems and methods of financing business, function of banking, business risks as an influence on financial management, and interpretation of the security markets. Prerequisite: Social Sciences 171 or Business Education 252.

357 *Retailing* 2 sem. hrs.

Organization and operation of retail stores and service establishments of various types with some consideration of the application of the content to distributive education and general business subjects of the high school. Whenever feasible, the local business community will be used as a laboratory for the observation and analysis of retailing practice. Prerequisite: Social Sciences 171 or Business Education 252.

358 *Marketing Management* 3 sem. hrs.

The development and evaluation of the marketing plan. Emphasis on the role of the marketing executives in the integration and synthesis of the marketing processes used to increase the profitability of manufacturers and distributors of consumer and industrial goods. Includes the analysis of actual and hypothetical cases. Prerequisite: Business Education 255.

359 *Marketing Research* 3 sem. hrs.

The nature and scope of marketing research. Research design, specific marketing research procedures, and the research report. A marketing research project will be conducted. Prerequisite: Business Education 255.

360 *Business Data Processing* 3 sem. hrs.

Business data processing involving the fundamental characteristics of mechanical and electronic systems and their application to business. Prerequisite: 6 semester hours of accounting.

361 *Business Systems Analysis for Computer Programing* 3 sem. hrs.

Systems planning, coding, and programing for the digital computer as used in business for data processing. Includes instruction and laboratory work on the IBM 1620 Data Processing System, and some instruction on other types of computers. Symbolic languages will be used for the programing of common data processing applications such as: payroll, inventory control, expense analysis, and financial statements. Prerequisite: Business Education 360 or consent of department head.

380 *Organization and Administration of Cooperative Vocational and Distributive Education Programs* 4 sem. hrs.

Provides the background education and the teaching techniques needed for the organization and administration of vocational office and distributive education in the cooperative part-time program involving coordinated work experience. Includes some discussion of in-school programs of distributive education. Prerequisite: Consent of department head.

381 *Directed Occupational Experience for Office and Distributive Education* 4 sem. hrs.

One of the professional courses required by the Illinois Plan for Vocational Education as a part of the education of a teacher-coordinator of office of distributive education. It will also serve as six months credit in occupational experience for in-school teachers of vocational office or distributive education according to this state plan. Coincident with the course work, a student must execute a plan for the simultaneous acquisition of approved on-the-job experiences. Usually the course will be offered during the eight-week summer session. The actual time schedule for the class sessions and consultations with the instructor will vary with the types of jobs and the job locations of the students.

CHEMISTRY

TEACHING STAFF

Head of the Department: Bernard L. Ryder. Office: Science Building 426.

Professors: G. Harlowe Evans, R. U. Gooding, Thaddeus C. Ichniowski, Bernard L. Ryder.

Associate Professors: Arthur D. Bond, Robert C. Duty, Raymond H. Hunt, Richard C. Reiter.

Assistant Professors: Roger K. Bunting, Ronald L. Cook, Thomas F. Edwards, James E. House, Lewis L. Legg, Michael Macesich, Raymond L. McKinty, Norman E. Pawlowski.

Instructor: Robert W. Adams.

GENERAL EDUCATION COURSES

To meet requirements for groups III and V, students may choose from the following courses in Chemistry: 100, 110, 111, 112, 113, 140, 141, 146, 147.

TEACHING FIELDS

MAJOR IN CHEMISTRY

Courses in Chemistry must total 36 semester hours. The following specific courses are required: Chemistry 140, 141, 231, 240, 301, 338, 339; Physics 170 and 171 or 180 and 181. Elective courses may be chosen from Chemistry or Physics courses numbered 200 or higher.

A student who demonstrates high achievement in Chemistry at the pre-college level may take 146 and 147 in place of 140 and 141.

COMPREHENSIVE MAJOR IN PHYSICAL SCIENCES

Courses in chemistry and physics must total 53 semester hours. The following specific courses are required:

Chemistry: 21 semester hours including 140 and 141 or 146 and 147; 231; 240, 301.

Physics: 18 semester hours including 170 and 171 or 180 and 181; 283 (at least 2 semester hours); 284.

The remaining 14 semester hours of credit must be in courses in chemistry and physics numbered 200 or higher.

MINOR IN CHEMISTRY

Courses in Chemistry must total 23 semester hours. The following specific courses are required: Either 140 and 141 or 146 and 147; 240.

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MINOR IN PHYSICAL SCIENCES

Courses in Physical Sciences must total 25 semester hours. The following specific courses are required: Either Chemistry 140 and 141 or 146 and 147; either Physics 170 and 171 or 180 and 181; Chemistry 240; a course in physics numbered 200 or more.

MINOR IN GENERAL SCIENCE

A student who has a major in Chemistry may elect this second field by taking the following 27 semester hours: Biological Sciences 121; 190; two courses of 122, 123, 191, 192; Geography 105; 110; 175; Chemistry 325.

MAJOR, COMPREHENSIVE MAJOR, AND MINOR FOR ARTS AND SCIENCES DEGREES

MAJOR IN CHEMISTRY

Courses in Chemistry must total 36 semester hours. The following specific courses are required: Chemistry 140, 141, 231, 240, 336, 338, 339, 340, 341, 343. Physics 170 and 171, or 180 and 181. Elective courses may be chosen from chemistry courses numbered 200 or higher. With permission of the head of the department, certain physics courses may be elected.

A student who demonstrates high achievement in chemistry at the pre-college level may take 146 and 147 in place of 140 and 141 and may choose 343 as an elective rather than a requirement.

COMPREHENSIVE MAJOR IN PHYSICAL SCIENCES

Courses in chemistry and physics must total 53 semester hours. The following specific courses are required: Chemistry: 18 semester hours including 140 and 141 or 146 and 147; 231; 240.

Physics: 18 semester hours including 170 and 171 or 180 and 181; 283 (at least 2 semester hours); 284.

The remaining 17 semester hours of credit must be in courses in chemistry and physics numbered 200 or higher.

MINOR IN CHEMISTRY

Courses in Chemistry must total 23 semester hours. The following specific courses are required: 140 and 141, or 146 and 147; 240.

COURSES IN CHEMISTRY

100 *Introduction to Physical Sciences* 3 sem. hrs.

A survey of the physical sciences which includes selected topics from physics and chemistry. The course is designed to contribute to the general education of the beginning student who is not planning to take a first or second field in mathematics, or one of the natural sciences. Students who have had a laboratory course in physics or chemistry may not take this course for credit. (Also offered as Physics 100)

104 *Chemistry for Nurses* 3 sem. hrs.

Basic chemical principles and representative inorganic and organic compounds. Cannot be used as a prerequisite for any other chemistry course. Four class meetings per week including one two-hour laboratory period.

110 *Fundamentals of Chemistry* 3 sem. hrs.

Fundamental concepts, laws, and theories of chemical science and their applications to the chemistry of some common inorganic compounds. Three class meetings per week including one two-hour laboratory period. Students who have had Chemistry 112, 140, or 146 may not take this course for credit.

111 *Fundamentals of Chemistry* 3 sem. hrs.

Elementary organic chemistry of the hydrocarbons and their simple derivatives, fats, carbohydrates, proteins, dyes, textiles, and plastics. Three class meetings per week, including one two-hour laboratory period. Students who have had Chemistry 113 or 240 may not take this course for credit. Prerequisite: Chemistry 110.

112 *Elementary General Chemistry* 5 sem. hrs.

Principles of chemical science including chemistry of metals and nonmetals. Five class meetings per week, including one three-hour laboratory period. Students who have had Chemistry 110 or 140 or 146 may not take this course for credit.

113 *Elementary Organic Chemistry* 5 sem. hrs.

Introduction to organic chemistry with emphasis on points of fundamental importance in the application of organic chemistry in agriculture. Five class meetings per week, including one three-hour laboratory period. Students who have had Chemistry 111 or 240 may not take this course for credit. Prerequisite: Chemistry 112 or 140.

140 *General Chemistry* 5 sem. hrs.

First half of a two-semester sequence, including fundamental principles. Five class meetings per week, including one three-hour laboratory period. Students who have had Chemistry 110 or 112 may not take this course for credit.

141 *General Chemistry* 5 sem. hrs.

Continuation of Chemistry 140, including the metals and chemical equilibrium as applied to the analytical separation and identification of cations and anions. Five class meetings per week including two three-hour laboratory periods. Prerequisite: Chemistry 140.

146 *General Chemistry* 5 sem. hrs.

First half of a two-semester sequence including the fundamental principles of chemistry and atomic structure. Designed for the student who demonstrates high achievement and ability at the pre-college level. Five class meetings per week including one three-hour laboratory period. Prerequisite: high school chemistry; approval of Head of Department; Mathematics 110 or concurrent registration.

147 *General Chemistry* 5 sem. hrs.

Continuation of Chemistry 146. Study of metals and nonmetals, including qualitative analysis. Five class meetings per week including two three-hour laboratory periods. Prerequisite: Chemistry 146.

225 *Physical Sciences for Elementary Teachers* 3 sem. hrs.

Fundamentals of the Physical Sciences. Includes laboratory experiences designed to acquaint students with science principles necessary for the understanding and teaching of elementary school science. Three two-hour periods of lecture and laboratory per week. (Also offered as Physics 225)

231 *Quantitative Analysis* 4 sem. hrs.

Fundamental principles of the quantitative estimation of metal and nonmetal components of mixtures, compounds, and alloys. Four class meetings per week, including two three-hour laboratory periods. Prerequisite: Chemistry 141 or 147.

240 *Organic Chemistry* 5 sem. hrs.

Introduction to chemistry of aliphatic and aromatic organic compounds together with laboratory practice illustrating preparations and reactions typical of functional groups. Five class meetings per week, including two three-hour laboratory periods. Students who have had Chemistry 111 or 113 may not take this course for credit. Prerequisite: Chemistry 141 or 147.

249 *Research in Chemistry* 1 to 3 sem. hrs.

Development of a better understanding of the significance of research in chemistry through the study of a research problem. Three hours of laboratory, conference, and library research per week for each semester hour of credit. May be repeated for credit up to a total of three semester hours. Prerequisite: 20 semester hours of chemistry; consent of Head of Department.

300 *Basic Concepts of Chemistry* 3 sem. hrs.

Modern aspects of chemistry, with emphasis on recent developments in the area of atomic structure. Lecture and laboratory. Designed for teachers of elementary science with limited background in the area of chemistry. Not open to students who have had one semester of college laboratory chemistry within the past ten years, or with first or second fields in chemistry, physics, and the physical sciences. Prerequisite: Physical Science 100 or 225, or two years of teaching experience.

301 *Problems in the Teaching of High School Physical Sciences* 3 sem. hrs.

A study of modern methods and problems confronting teachers of the physical sciences. Involves a careful study of CBA, Chem. Study, PSSC, and regular high school chemistry and physics. Brief overview of the K-12 physical science program. Not open to Arts and Sciences majors in Chemistry. Prerequisite: 10 semester hours of chemistry and 10 semester hours of physics. (Also offered as Physics 301)

325 *General Science* 3 sem. hrs.

Objectives of general science. Selection of subject matter, tests, texts, workbooks, equipment, and supplies will be considered. For teachers qualified to teach general science in the elementary, junior high, and senior high schools. (Also offered as Physics 325)

331 *Topics in Contemporary Chemistry* 3 sem. hrs.

New concepts and recent developments in the fields of organic, inorganic, and analytical chemistry. Prerequisite: Chemistry 231 and 336.

332 *Municipal and Industrial Science* 3 sem. hrs.

Scientific aspects of community and industrial problems. Includes trips to industries and research laboratories. Lectures and discussion periods involving related chemical and physical principles are coordinated with the field trip program. Gives a background in applied science as an enrichment for classroom teaching. Prerequisite: Twenty-two hours of physical sciences including one year of general chemistry, one year of general physics, and two 200- or 300- level courses in chemistry or physics. (Also offered as Physics 332)

333 *History of Chemistry* 2 sem. hrs.

Development of chemistry from early times to present. Prerequisite: 16 semester hours of chemistry.

334 *Chemical Literature* 2 sem. hrs.

Introduction to chemical literature in journals, handbooks, abstracts, monographs, and patents. Problems requiring literature searches in all fields of chemistry. Prerequisite: 20 semester hours of chemistry.

335 *Laboratory Instrumentation* 3 sem. hrs.

Lecture-laboratory. Instruments used in chemical analysis. Applications to qualitative and quantitative analyses will be stressed in the laboratory. Not open to chemistry majors—see Chemistry 345. Prerequisite: Ten semester hours of chemistry.

336 *Organic Chemistry* 3 sem. hrs.

Chemistry of organic compounds with emphasis on unifying mechanistic features of organic reactions. Prerequisite: Chemistry 240.

337 *Organic Chemistry Laboratory* 2 sem. hrs.

Laboratory practice in newer techniques and methods of organic chemistry. Two three-hour laboratory periods per week. Prerequisite: Chemistry 336 or concurrent enrollment or permission of Head of Department.

338 *Physical Chemistry* 3 sem. hrs.

First of a series in theoretical chemistry dealing with gases, liquids, solutions, thermochemistry, thermodynamics, chemical and phase equilibrium, kinetic theory, and chemical kinetics. Prerequisites: One year of general physics; one year of general chemistry; eight semester hours of chemistry or physics courses numbered 200 or higher; Mathematics 116.

339 Physical Chemistry Laboratory 1 sem. hr.

Laboratory studies of the derivations and applications of principles treated in physical chemistry. One three-hour laboratory period per week. Prerequisite: Chemistry 338 or concurrent registration.

340 Physical Chemistry 3 sem. hrs.

Continuation of Physical Sciences 338, including ionic equilibrium, electrical conductance, electromotive force, photo chemistry, spectroscopy, crystals, molecular structure, statistical mechanics, quantum theory, colloids, radioactivity, and nuclear theory. Prerequisite: Chemistry 338.

341 Physical Chemistry Laboratory 1 sem. hr.

Laboratory studies of the derivations and applications of principles treated in physical chemistry. One three-hour laboratory period per week. Prerequisite: Chemistry 340 or concurrent registration.

342 Introduction to Biochemistry 4 sem. hrs.

Chemistry of the proteins, carbohydrates, nucleic acids, vitamins, and enzymes; their degradation, formation, and associated energy changes in biological processes. Four class meetings per week including laboratory. Prerequisite: Chemistry 231 and 113 or 336.

343 Inorganic Chemistry 3 sem. hrs.

A discussion of the descriptive chemistry of families of elements based on modern theory. Prerequisite: Chemistry 340.

344 Qualitative Organic Analysis 3 sem. hrs.

Identification of organic compounds. Three class meetings per week including two three-hour laboratory periods. Prerequisite: Chemistry 336.

345 Instrumental Methods of Analysis 3 sem. hrs.

A survey of instrumental methods of chemical analysis including electrometric, spectrophotometric and optical procedures. Prerequisite: Chemistry 340 or concurrent enrollment.

346 Radiochemistry 2 sem. hrs.

A survey of nuclear models, theories, and decay schemes. Application of radiochemical methods to elucidation of reaction mechanisms and molecular structure. Prerequisite: Chemistry 340.

ECONOMICS

TEACHING STAFF

Head of the Department: Warren R. Harden. Office: Schroeder Hall 371.

Associate Professors: Warren R. Harden, Douglas Poe.

Assistant Professors: Bernard J. McCarney, Virginia L. Owen.

Instructor: Donald D. Stebbins.

GENERAL EDUCATION

To meet requirements for Group V, students may choose from the following courses in Economics: 107, 171, 272, 274, 371, 375, 377, 378, 379. Economics 107 or 171 may be counted in Group II.

MAJOR IN ECONOMICS

The major in Economics must total 26 semester hours. The following specific courses in Economics are required: 107, 171, 273, and 371. A course in Statistics and a course in Economic History are highly recommended. In addition, a student with this major must take a minimum of 18 semester hours in the other social sciences (History, Political Science, Sociology-Anthropology) with at least one course in each of these three categories.

MINOR IN ECONOMICS

Courses in Economics must total 18 semester hours. The following specific courses are required: 107, 171.

The major and minor in Economics are the same for a teaching degree as for a degree in arts and sciences.

ECONOMICS

107 *Principles of Economics I* 3 sem. hrs.

Provides material essential to intelligent citizenship and an understanding of some basic forces underlying the economy. Assures a workable balance between the descriptive, analytical, and the problem approach to economic education.

171 *Principles of Economics II* 3 sem. hrs.

Designed to give the student an acquaintance with our economic system and the theory explaining its operation. The course seeks to clarify numerous economic terms in common use as well as describe some of the basic economic institutions and practices. Prerequisite: Economics 107.

272 *Comparative Economic Systems* 2 sem. hrs.

Analysis of the theoretical and descriptive aspects of Capitalism, Communism, Fascism, and Socialism. Special emphasis given the process of economic decision-making, particularly with respect to the allocation of resources and economic growth. Prerequisite: Economics 171.

273 *Money and Banking* 3 sem. hrs.

Development of the monetary system of the United States. The growth of banks and the banking system as a managing agency of American financial activities. Prerequisite: Economics 171.

274 *Labor Economics and Labor Problems* 3 sem. hrs.

The worker and his problems with emphasis on such economic problems and issues as unemployment, hours, wages, collective bargaining, and strikes. Prerequisite: Economics 171.

275 *Introduction to Mathematical Economics* 3 sem. hrs.

Designed to acquaint the economics student with some elementary mathematical tools and their applications in economic analysis. Covers elements of graphing and algebra in relation to economic analysis. Prerequisite: Economics 171; General Education Mathematics requirement, or consent of instructor.

299 *Independent Honor Study* 1-6 sem. hrs.

Intensive work in a special area of the student's major or minor. Each individual project is to culminate in a comprehensive written report and/or examination. Open only to resident students who have achieved superior academic records and who have demonstrated ability to profit from independent study. A maximum of six hours of credit in independent study may be applied toward graduation. Prerequisite: Permission of the instructor, the Head of the Department, and the Dean of the Faculty.

370 *Transportation* 3 sem. hrs.

Development of railway, waterway, air, and highway transportation. Considerable attention is given to the major problems growing out of increased traffic and its regulation. Major emphasis on contemporary conditions and problems. Prerequisite: Economics 171.

371 *Intermediate Economic Theory* 3 sem. hrs.

Intense and critical examination of the economic theory underlying the operation of a system of free enterprise. Prerequisite: Economics 171.

375 *Public Finance* 3 sem. hrs.

Governmental expenditures and income with emphasis upon the continuous expansion of federal expenditures and problems growing out of that situation. Prerequisite: Economics 171.

377 *Selected Studies in Economics* 3 sem. hrs.

The field of study covered will vary each semester according to the interests and needs of the students and the availability of instructors. Provided different material is covered, the course may be taken more than once. Prerequisite: Economics 171.

378 *History of Economic Thought* 3 sem. hrs.

Economic thought and theory from ancient to modern times. Emphasis on those ideas which influenced the economic development of western civilization. Prerequisite: Economics 171.

379 *International Economics* 3 sem. hrs.

Designed to examine such basic aspects of the international economy as the reasons for trade, the terms of trade, and the adjustments necessary to achieve the highest possible plane of living. Particular emphasis on the tariff issue and the purposes and functions of the international financial institutions now extant. Prerequisite: Economics 171.

EDUCATION

TEACHING STAFF

Head of the Department: Leo E. Eastman. Office: Schroeder Hall 406.

Professors: Eric Baber, E. Scott Blankenship, Rose B. Buehler, Lessie Carlton, Robert L. Crist, Leo E. Eastman, Henry J. Hermanowicz, Charles R. Hicklin, Richard E. Hulet, Homer T. Knight, Elden A. Lichty, William R. Lueck, Ralph A. Meyering, Robert H. Moore, Morton D. Waimon.

Associate Professors: Charles W. Edwards, Clarence H. Kurth, David L. Livers, Murray L. Miller, William C. Prigge, Dent M. Rhodes, William D. Zeller.

Assistant Professors: R. Jerry Cantlon, Robert E. Holdridge, Henry C. Johnson, Charles A. McBriarty, Henry M. Milander, Gary C. Ramseyer.

Instructors: Edna C. Brown, Marjorie B. Giles, O. Robert Marsh, Richard L. Nimz, Joseph E. Wallace, Glenn Wiley.

GENERAL EDUCATION COURSES

To meet requirements for group V, students may choose from the following courses: Education 130, 232, and 234.

130 *Introduction to Philosophy* 3 sem. hrs.

Brief treatment of the historical development of philosophy, as well as a brief survey of the more important modern problems, aims, and methods.

215 *American Public Education* 2 sem. hrs.

Organization and administration of American public education—federal, state, county, and local. This course includes the scope of American education related to legal provisions, finance, current issues and developments, and responsibilities of membership in the teaching profession. Prerequisite: Education 102 or Psychology 115.

216 *Secondary Education* 4 sem. hrs.

Basic principles and techniques of teaching: learning goals and their function, selection and organization of subject matter, assignment procedures, selection and use of various teaching aids, practice in unit and daily planning, guidance and discipline, using community resources, teacher-student planning, small-group techniques, and procedures for evaluating and reporting the results of instruction. Observations, in addition to the scheduled class hours, are required. Prerequisite: Education 102 or Psychology 115.

217 *Extracurricular Activities in Secondary Schools* 2 sem. hrs.

Survey of the so-called extracurricular activities in secondary schools. Types of activities, aims and values, practices in organization, administration, and supervision of these activities. Prerequisite: Psychology 115.

218 *Secondary-School Reading* 2 sem. hrs.

Developmental and remedial aspects of high-school reading for senior and junior high-school teachers, supervisors, and administrators; the identification and development of reading skills and techniques; special consideration to reading problems of high-school pupils; acquisition and development of teaching materials and appropriate administrative procedures. Prerequisite: Psychology 115.

231 *Introduction to Philosophy of Education* 3 sem. hrs.

Philosophy as applied to educational problems for determining the nature of the educative process, the ends and objectives of education, and the means of attaining educational ends. Lays basis for a philosophy of life and of education in a democratic society. Prerequisite: Senior standing and completion of all required education courses except student teaching.

232 *Ethics* 3 sem. hrs.

Principles underlying human conduct, with applications to the life of the individual and to society.

234 *Logic* 3 sem. hrs.

Reasoning in inquiry and persuasion, whether in practical matters or in the organized disciplines. A survey of the place of logic in human affairs; of linguistic analyses relevant to logic; of successful techniques in the deductive and empirical sciences; and briefly, of possibilities of further study of some untreated topics and unresolved issues in logic.

240 *Utilization of Audiovisual Materials* 3 sem. hrs.

Theory, materials and methodology of audiovisual instruction. General practices in the areas of selection and utilization of the major types of audiovisual materials, ways of using projected and non-projected visual materials and audio materials. Laboratory work includes experiences in equipment operation, previewing a variety of audiovisual materials and some techniques for creating teacher-made audiovisual materials. Prerequisite: Psychology 115 or Education 102.

299 *Independent Honor Study* 1-6 sem. hrs.

Intensive work in a special area of the student's major or minor. Each individual project is to culminate in a comprehensive written report and/or examination. Open only to resident students who have achieved superior academic records and who have demonstrated ability to profit from independent study. A maximum of six hours of credit in independent study may be applied toward graduation. Prerequisite: Permission of the instructor, the Head of the Department, and the Dean of the Faculty.

303 *Practicum in University Reading Study Center* 3 sem. hrs.

Those enrolled for the Practicum meet 6 hours each week. Through observation and participation, students enrolled in the Practicum will learn the skills necessary for working in a reading-study center at the high school, junior college, and senior college level. The enrollment is limited to ten students with senior or graduate status. Prerequisites: Education 218 or 307 and permission of the instructor.

309 *Adult Education Programs* 3 sem. hrs.

Instruction, direction, and administration of public school adult education. The adult learner, his needs and characteristics; facilities, staff, supervision and administration of adult education programs; the relation of public school adult education programs to other education programs under the sponsorship and direction of the public schools.

324 *Selected Studies in History of Education* 1-3 sem. hrs.

The field of study will vary according to the interests and needs of the students and the availability of instructors. Provided different material is covered, the course may be taken for credit more than once. Prerequisite: Education 335 or one upper-level course in history or consent of the instructor.

326 *Selected Studies in Philosophy of Education* 1-3 sem. hrs.

The field of study will vary according to the interests and needs of the students and the availability of instructors. Provided different material is covered, the course may be taken for credit more than once. Prerequisite: Education 231, or one upper level course in Philosophy, or consent of the instructor.

331 *Independent Study in Education* 1-3 sem. hrs.

Opportunity for students to engage in intensive, independent study on a problem or topic in education. The number of credit hours received would depend upon the nature of the topic or problem studied. A formal written paper is required. Provided different subject matter is covered, the course may be taken more than once, but no more than six semester hours of cumulative credit may be earned. Prerequisite: Permission of the instructor and the Head of the Department.

333 *The Junior High School* 2 sem. hrs.

Function of the junior high school, characteristics and needs of early adolescents, articulation with the elementary and high schools, traditional and core curriculums, organization, administration, and evaluation of programs for early adolescents.

334 *Public Relations for Education* 2 sem. hrs.

Basic methods and theories of public relations. Concentration on public relations in establishing and maintaining cooperation between the school and community. Special class projects include participation in a public relations conference, student investigations and reports in the areas of interest, and field trips, as well as lectures by guests representing communication media.

335 *History of Education* 3 sem. hrs.

Development of European and American educational systems and programs. Emphasis on the historical perspective of modern educational problems.

336 *Introduction to Comparative Education* 3 sem. hrs.

A comparative analysis of the major ideas and institutions of selected national systems of education. Emphasis on the investigation of problems relevant to developments in American education.

337 *Programed Learning* 3 sem. hrs.

Construction and evaluation of programed learning; critical analysis of learning theory as it relates to programed learning. Use of programed materials in the classrooms.

340 *Statistics I* 3 sem. hrs.

Basic statistics used in education and the behavioral sciences. Intensive study of frequency distributions, measures of central tendency and dispersion, and standard scores. Sampling error theory, simple hypothesis testing, correlation techniques, and regression analysis are also covered. The emphasis is on application and interpretation.

360 *Introduction to Guidance* 2 sem. hrs.

Backgrounds, philosophy, and services in school guidance programs. Examination of the appraisal, informational, and counseling services. Emphasizes the role of the classroom teacher as well as the organization of guidance activities.

365 *Production of Instructional Materials* 3 sem. hrs.

Production of a variety of projected and non-projected visual materials for classroom use. Planning, evaluating, and organizing audiovisual presentations. Fundamental skills of preservation, compilation, adaptation, lettering, enlargement, reduction, duplication, and production of audio materials will be demonstrated and laboratory practice will be provided. Prerequisite: Education 240.

387 *Measurement and Evaluation in Education* 3 sem. hrs.

Basic principles underlying measurement and evaluation in education. Includes development, use, and improvement of standardized and teacher-made tests and self-rating devices. Stresses interpre-

tation of test data and use of test results. Students may develop measurement and evaluation programs and undertake projects in their major fields. Appropriate for elementary, secondary and college levels.

399 *Student Teaching* 1-10 sem. hrs.

(See PROFESSIONAL LABORATORY EXPERIENCES 399.)

EDUCATION—EDUCATIONAL ADMINISTRATION

TEACHING STAFF

Head of the Department: Donald M. Prince. Office: 406 College Avenue.

Professors: Elwood F. Egelston, Benjamin C. Hubbard, Fred C. McDavid,
Donald M. Prince.

Associate Professors: John E. Ingalls, Clayton F. Thomas.

Assistant Professor: Leon H. Perley.

Visiting Lecturer: Merritt M. Chambers.

For information on courses offered, consult the Annual Graduate Catalog.

EDUCATION—ELEMENTARY EDUCATION

TEACHING STAFF

Head of the Department: Helen M. Nance. Office: Moulton Hall 103.

Professors: George M. Drew, William Frinsko, Helen M. Nance.

Associate Professors: Leonard A. Brubaker, Lillian S. Davies, Ivo P. Greif,
Ronald L. Laymon, Normand W. Madore.

Assistant Professors: James M. Howard, Lois Lilly, Odessa H. Meyer,
James B. Palmer, Elizabeth Russell.

Instructors: Mary E. Elmendorf, Audrey M. Francis, Marilyn D. Swank,
Harold K. Tompkins.

101 *Introduction to Elementary Teaching* 3 sem. hrs.

Orientation to the profession and a study of the relationship of elementary education within the organization of American public education. Directed observations on all grade levels are included.

102 *Child Growth and Development* 3 sem. hrs.

Physical, social, emotional and mental development of the child from conception through adolescence; methods of studying children and their behavior. Laboratory experiences include observation in the laboratory school and observation of children via television. Students who have had Psychology 115 may not take this course for credit. Prerequisite: Psychology 111.

103 *Reading Methods* 3 sem. hrs.

Basic principles and techniques of the teaching of reading in the elementary school. Emphasis on reading as a phase of communication and its relation to the other language arts. Instruction in, and observation of, the use of materials and techniques in the teaching of word recognition (including phonics), comprehension, and critical reading. Prerequisite: Education 102 or Psychology 115.

202 *Early Childhood Education* 4 sem. hrs.

Primary education as a basic unit of the elementary school; the physical plant, equipment, organization; overview of the curriculum with emphasis on learning experiences through a unified program; special emphasis on language arts (including spelling and manuscript writing); number concepts; science experiences; social studies; methods of evaluation consistent with growth needs of young children. Participation in primary classroom activities is required except for experienced teachers. Prerequisite: Education 103.

203 *Middle Grade Education* 4 sem. hrs.

Methods and materials in intermediate grades with special emphasis upon language arts, including spelling and handwriting; arithmetic, science, and social studies; instructional problems for teachers of the middle grades; selection, organization, and use of curriculum materials; the unified program of activities; pupil appraisal. Participation in middle-grade classroom activities is required except for experienced teachers. Prerequisite: Education 103.

204 *Upper-Grade—Junior-High Education* 4 sem. hrs.

Curriculum planning and instruction of young adolescents in various types of school organization; special emphasis on methods and materials in language arts, social studies, arithmetic, and science activities. Participation is required except for experienced teachers. Prerequisite: Education 102 or Psychology 115.

205 *Problems of the Teacher* 3 sem. hrs.

The role of the classroom teacher as a member of a school staff, concerned with such problems as: curriculum development, classroom management, teacher-pupil planning, providing for individualized differences, making records and reports, understanding research and literature of various teaching fields, testing and evaluation instruments and procedures, school-community relations, in-service education. Issues in American public education and a knowledge of professional organization are emphasized. Teaching competencies are considered by each student. Designed primarily for elementary and special education programs. Prerequisite: Education 102 or Psychology 115.

299 *Independent Honor Study* 1-6 sem. hrs.

(See EDUCATION 299.)

307 *Advanced Reading Methods* 3 sem. hrs.

Practical problems utilizing group techniques in teaching of reading in each grade level of the elementary school. Integrates reading with non-reading learning activities. Involves direct experiences with children. Prerequisite: Education 103.

331 *Independent Study in Education* 1-3 sem. hrs.

(See EDUCATION 331.)

333 *The Junior High School* 2 sem. hrs.

Function of the junior high school, characteristics and needs of early adolescents, articulation with the elementary and high schools, traditional and core curriculums, organization, administration, and evaluation of programs for early adolescents.

399 *Student Teaching* 1-10 sem. hrs.

(See PROFESSIONAL LABORATORY EXPERIENCES 399.)

EDUCATION—PROFESSIONAL LABORATORY EXPERIENCES

TEACHING AND SUPERVISORY STAFF

Head of the Department: Cecilia J. Lauby. Office: Moulton Hall 217.

Professor: Cecilia J. Lauby.

Associate Professors: Quinn L. Hrudka, Mary M. Huser.

Assistant Professors: Charles E. Coyne, Joseph Toms, Norman J. Ward.

Instructors: Edith F. Canning, Virginia R. Hager, Jack R. Hutslar, Donald S. Kachur, Warren W. Lionberger, James H. Mendenhall, Kenneth O. Moreland, Thomas A. Olson, Beatrice D. Swarm.

245 *Field Work in Special Education* 1-6 sem. hrs.

(See SPECIAL EDUCATION 245.)

299 *Independent Honor Study* 1-6 sem. hrs.

(See EDUCATION 299.)

331 *Independent Study in Education* 1-3 sem. hrs.

(See EDUCATION 331.)

357 *Practicum in Clinical Teaching* 3 sem. hrs.

(See SPECIAL EDUCATION 357.)

399 *Student Teaching* 1-10 sem. hrs.

Directing the learning of pupils; participating in school and community activities; assuming full responsibility for a group of learners under the supervision of an expert teacher. Assignments are made on the basis of the student's area of specialization. High School student teaching assignments include work in special methods in the subjects taught. Prerequisite: 1. Education 216 for high school student teaching or one of Education 202, 203, or 204 for student teaching in the elementary school, junior high school, and special education. 2. Satisfactory preparation in the area of specialization. 3. Approval of the Director of Professional Laboratory Experiences. 4. One semester of residence, except in Special Education for which eight semester hours of residence work is required. For further information and other regulations, see pp. 46-48. Further information may also be obtained from the office of the Director of Professional Laboratory Experiences.

EDUCATION—SPECIAL EDUCATION

TEACHING STAFF

Head of the Department: Harold R. Phelps. Office: Fairchild Hall 103.

Professors: Dean S. Hage, Harold R. Phelps, Mary C. Serra.

Associate Professors: Robert E. Hemenway, Harry A. Little, Betty J. Winford.

Assistant Professors: Kenneth Beckman, Elizabeth A. Hughes, Alfred D. Larson, Ernest E. Olson, Evelyn J. Rex, Vivian Tasker.

Instructors: Richard J. Anderson, Edna C. Brown.

145 *Introduction to Special Education* 3 sem. hrs.

The teaching profession and the relationship of special education to other aspects of American public education. Educational provisions for exceptional children: visually handicapped, physically handicapped, deaf and hard of hearing, mentally retarded, gifted, speech defective, and socially maladjusted.

206 *The Curriculum* 2 sem. hrs.

An overview of curricular principles, programs, and procedures, with adaptations for exceptional children in the special fields. Prerequisite: Education 145.

245 *Field Work in Special Education* 1-6 sem. hrs.

Supervised experiences in special education programs in day schools, clinical facilities, community agencies, and/or residential institutions serving the handicapped. The nature of this experience varies with the setting and the students' area of interest. Written reports and seminars are required. Prerequisites: Approval of instructor and Head of the Department of Special Education.

299 *Independent Honor Study* 1-6 sem. hrs.

(See EDUCATION 299.)

301 *Laboratory Reading Methods* 3 sem. hrs.

Techniques of diagnosis and instruction for special cases of severe reading disability. Deals with physical, mental, and emotional maladjustments and teaching errors which may become causal factors in reading disabilities. Provides opportunity for preparation of instructional materials and for laboratory work with children having serious reading difficulties. Three double periods per week. Prerequisite: Education 103.

331 *Independent Study in Education* 1-3 sem. hrs.

(See EDUCATION 331.)

345 *Special Classes for the Trainable* 3 sem. hrs.

Organization of educational programs for the trainable mentally retarded. Teaching methods, behavior and progress evaluation, reports, and home-school-community relations are considered. Opportunities for observation and participation with the trainable are provided.

346 *Education for the Mentally Retarded* 2 sem. hrs.

Study of objectives, curriculum content, units, methods, and organization of work in classes of mentally retarded children. Opportunities for participation and observation in classes for the educable retarded provided.

347 *Education of the Neurologically Impaired* 2 sem. hrs.

Medical diagnosis, psychological evaluation, anatomy and physiology of the central nervous system, nature and needs of the neurologically impaired child relative to educational adjustments needed and procedures of classroom management of children with severe learning problems and/or perceptual dysfunction. Relationship to other therapies. Observation and planned participation on a limited basis.

348 *Education of Gifted Children* 2 sem. hrs.

The meaning of giftedness, characteristics and methods of identification of gifted children, ways of providing for gifted in the school program, and guidance of gifted. For teachers, administrators, and personnel workers.

349 *Education of Physically Handicapped* 2 sem. hrs.

Types of educational settings; interpretation and preparation of records; educational planning and curriculum development; psychological problems; relationships with the home; vocational planning. For teachers of children with orthopedic handicaps and teachers of children with special health problems. Prerequisites: Applied Human Anatomy 381.

350 *Education of the Partially Seeing* 2 sem. hrs.

Nature and needs of the partially seeing. Interpretation and evaluation of medical, social, psychological and educational records and report. Types of educational programs. Methods and materials for partially seeing children of school age.

351 *Education of the Blind* 3 sem. hrs.

Nature and needs of the blind. Interpretation and evaluation of medical, social, psychological, and educational records and reports. Types of educational programs. Methods and materials for blind children of school age.

352 *Braille Reading and Writing I* 2 sem. hrs.

Designed to develop mastery of braille literary code. Use of the braille writer and other devices for writing. Proficiency in production of braille, ink printing, and proofreading.

353 *Education of the Deaf* 2 sem. hrs.

History of the education of the deaf and evaluation of the deaf in the community from social, economic, and political viewpoints—past and present. Philosophy and programs relating to the deaf and hard of hearing. An overview of research studies, guidance programs, and vocational placement of the deaf in our society.

354 *The Teaching of Speech to the Deaf* 4 sem. hrs.

The development of oral communication in hearing children compared to deaf children. Methods of developing speech in the pre-school and school age deaf child using the visual, auditory, kinesthetic, and tactile approaches. Observations and participation in classes for the deaf. Prerequisite: Education of the Deaf 353.

355 *The Teaching of Language to the Deaf* 4 sem. hrs.

Principles and techniques of teaching language to pre-school and school age deaf children. Leading systems of teaching language to the deaf. Prerequisite: Education 353.

356 *Braille Reading and Writing II* 2 sem. hrs.

Designed to develop mastery of the braille mathematics code and the preparation of braille materials. Procedure for use and teaching of braille. Prerequisite: Education 352.

357 *Practicum in Clinical Teaching* 3 sem. hrs.

Techniques in diagnosing learning disabilities in reading, arithmetic, spelling and handwriting as well as methods by which corrective measures can be applied. Laboratory experience with emotionally disturbed, socially maladjusted and learning disabled is provided. Laboratory hours arranged. (Enrollment limited.) Prerequisite: Permission of the instructor.

358 *Education of the Socially and Emotionally Disturbed* 2 sem. hrs.

Philosophies of teaching, curricular requirements, types of education facilities, teacher qualifications, methods and materials, identification and classification of disturbed children. Prerequisite: Psychology 347.

359 *The Teaching of Reading and Elementary School Subjects to the Deaf* 4 sem. hrs.

Principles and methods of teaching reading to deaf children at all elementary school levels. Methods of teaching subjects such as arithmetic, social studies, and science, and the use of audiovisual aids in classes for the deaf. Prerequisite: Education 353.

399 *Student Teaching* 1-10 sem. hrs.

(See PROFESSIONAL LABORATORY EXPERIENCES 399.)

ENGLISH

TEACHING STAFF

Head of the Department: Victor E. Gimmestad. Office: Schroeder Hall 334.

Professors: Ferman Bishop, George R. Canning, Howard I. Fielding, Victor E. Gimmestad, Ruth Henline, Milford Jochums, Christopher Spencer, Dale B. Vetter.

Associate Professors: Richard E. Allen, Ralph A. Bellas, Pauline S. Drawver, Robert L. Duncan, John M. Heissler, John S. Hill, Wayne V. Huebner, William R. Linneman, Carroll V. Peterson, Taimi M. Ranta, Conrad B. Suits, Robert D. Sutherland.

Assistant Professors: K. Gerald Balls, Robert B. Brome, Carroll B. Cox, Scott C. Eatherly, Verna A. Hoyman, Ruth C. Huggins, Virgil R. Hutton, Lucile Hyneman, Dorothy A. Jacobs, Richard L. Newby, Peter A. Parmantie, Roger Parsell, Perry M. Proctor, Raymond W. Tudor, Vermell Wise.

Instructors: Richard N. Albert, John D. Bishop, John D. Conway, Robert W. Cosgrove, Marcia S. Escott, Eileanne H. Fielding, Charles R. Gale, Constance J. Gefvert, Glenn A. Grever, Richard A. Hanus, Candace A. Helgeson, Janet K. Henderson, Norman J. Hocking, M. Christine Hooper, Mary E. Hovas, Ronald W. Johnson, Sharon P. Kewish, Joseph A. Kolupke, Joyce C. Lackie, Marianne W. Moran, Douglas A. Nietzsche, L. Louese Pilch, Emily M. Price, Erich F. Radtke, Vivian R. Schellhase, Harry B. Shaw, Jerome P. Shea, Michael B. Shelly, M. Robert Thomas, Marion A. Virgilio, Donna B. Wells, Harold P. Welsch, J. Fred White, Patricia O. White, Paul E. Wisdom.

The courses offered by the Department of English fall into three categories: those for the general education program, those for major and minor fields, and those for specialized aspects in English. A few general statements about the offerings in English follow.

Students who on the entrance test demonstrate excellence in English may take proficiency tests for credit in one or two semesters of Language and Composition (English 101 and 102).

English 101 is prerequisite to all subsequent courses in English, except that English 163 and 165 may be taken concurrently with English 101.

English 102 is prerequisite to all subsequent courses in English except English 103, 104, 110, 130, 145, 150, 163, and 165.

Students who contemplate the possibility of entering graduate study in English, either at this University or another, may find it advisable to take at least one year in a foreign language, preferably French or German. Such students may also find it advisable to take a sequence of courses leading to a concentration in literature of England and America, children's literature, or professional studies in English. Such a program should be worked out in consultation with the Head of the Department.

GENERAL EDUCATION COURSES

The English requirement in group I is met with English 101, 102, and 103 or 104. Courses which may be used for group V are the following:

1. Any course in the 100 series except 101, 102, 103, 104, 165, 166, and 170.
2. Any advanced course except 267, 271, 272, 273, 290, 295, 296, 297, 298, 299, 306, 332, 370, 372, 375, 390, and 395.

TEACHING FIELDS

MAJOR IN ENGLISH

Courses in English must total 38 semester hours, exclusive of 101 and 102. The following courses in English are required: 110, 130, 145, 150, 241, 243.

Not more than 8 semester hours may be elected from these courses in English: 163, 165, 166, 267, 295.

MAJOR IN ENGLISH—JOURNALISM

Courses in English plus one course in Industrial Arts must total 46 semester hours, exclusive of English 101 and 102. The following courses are required: English 110, 130, 145, 150, 163, 165, 166, 241, 243, 267, 295; Industrial Arts 153.

MINOR IN ENGLISH

Courses in English must total 27 semester hours, exclusive of 101 and 102. The following courses are required: 103 or 104, 110, 130, 241, 243.

English 163, 267, and 295 may not be included in the 27 semester hours required.

MINOR IN JOURNALISM

A student taking a major in English may complete a minor in Journalism by earning a minimum of 54 semester hours in English, journalism, and certain specified electives in other departments. Courses specifically required will include English 163, 165, 166, 267, 295, and Industrial Arts 153—16 semester hours total.

An additional 8 semester hours must be elected from the following: English 219, 234, 247, and 255; Business Education 112 and 131; Education 334; Sociology 368; and Speech 123, 160, 261, and 324.

MAJOR AND MINOR FOR ARTS AND SCIENCES DEGREES

MAJOR IN ENGLISH

Courses in English must total 35 semester hours exclusive of 101 and 102. The following distribution of hours is required: nine semester hours from courses numbered 213, 214, 215, 216, 217, 218, 219; six semester hours of courses numbered 231, 232, 233, 234; 241 or 243 or 244; 222 or 223; and 14 semester hours of electives in English of which three hours must be at the 300 level. The following courses may not be used in meeting the requirements for this major: 103, 104, 170, 271, 272, 273, 290, 296, 297, 370, 372, 375, 390, 395. Not more than eight semester hours may be elected from the following courses: 163, 165, 166, 267, 295.

MINOR IN ENGLISH

Courses in English must total 24 semester hours exclusive of 101 and 102. The following distribution of hours is required: 110 or 130 or 150; six semester hours in courses numbered 213, 214, 215, 216, 217, 218, 219; six semester hours of courses numbered 231, 232, 233, 234; 241 or 243 or 244; and six semester hours of electives of which three hours must be at the 300 level. The following courses may not count toward this minor: 103, 104, 163, 170, 267, 271, 273, 295, 370, 372, 375, 390, 395.

COURSES IN ENGLISH

101 *Language and Composition* 3 sem. hrs.

Essentials of college composition: organization, paragraph and sentence structure, proficient use of grammar and mechanics. Written essays and reading of prose examples. Does not count toward a first or second field in English.

102 *Language and Composition* 3 sem. hrs.

A continuation of the work done in English 101 with attention to specific expository forms. Written essays and reading in significant prose works. Does not count toward a first or second field in English.

103 *Literature and Composition* 2 sem. hrs.

Basic forms of literary art—lyric, narrative, and dramatic. Written essays, mainly analytical, to reinforce the study. Reading in significant literary works. Not open to students who have earned credit in English 104.

104 *Introduction to Literature* 3 sem. hrs.

Critical and analytical study of the chief literary forms: prose and poetry; narrative, lyric, and dramatic manners of treatment. Readings in exemplary works of literature. Written essays—critical and analytical. Not open to students who have earned credit in English 103.

110 *Masterpieces of English Literature* 3 sem. hrs.

A chronological study of the main movements in English literature. Designed to give the student a historical rationale for more advanced work. Readings of entire works representative of the movements.

130 *Masterpieces of American Literature* 3 sem. hrs.

A chronological study of the main movements in American literature. Designed to give the student a historical rationale for more advanced work. Readings of entire works representative of the movements.

145 *Advanced Exposition* 2 sem. hrs.

Extensive writing based on interests of students. One research paper.

150 *Ancient Literature* 3 sem. hrs.

Selected readings in ancient Greek, Roman, and Oriental literatures in translation studied for an appreciation of their contributions to modern culture. Students who have had the former World Literature 254 may not take this course for credit.

163 *History and Principles of Journalism* 3 sem. hrs.

History and development of journalism in the United States, with special attention to leading journalists in the past. Survey of the entire field of journalism today with emphasis upon desirable journalistic standards and the place of journalism in modern education.

165 *Elementary Reporting* 3 sem. hrs.

Introduction to the technique of the news story and to the duties and responsibilities of the reporter. Students do a limited amount of reporting for *The Vidette*, and by the end of the term are qualified to assume the duties of staff reporters.

166 *Advanced Reporting* 3 sem. hrs.

Practical course in which students review their work of the previous semester, study feature writing, and serve as reporters for *The Vidette*. Prerequisite: English 165 or equivalent.

170 *Literature for the Elementary School* 3 sem. hrs.

Prose and verse for kindergarten and the eight grades. Selections from folk and modern literature, both fanciful and realistic, and emphasis upon well-known materials. This course is also offered as Library 170. Students who have had the former Folk Literature for Children 102 may not take this course for credit.

213 *Medieval English Literature* 3 sem. hrs.

English literature during the Middle Ages, from the fourth century to the fourteenth, exclusive of Chaucer. Readings in translation from the Middle English. Prerequisite: English 110.

214 *Literature of the Renaissance* 3 sem. hrs.

English literature during the fifteenth and sixteenth centuries: the dramatic literature exclusive of Shakespeare, prose and poetic writings. Prerequisite: English 110.

215 *Literature of the Seventeenth Century* 3 sem. hrs.

Prose and verse writers of the seventeenth century exclusive of Milton. Chief attention to the Cavalier and Metaphysical poets and major prose works. Prerequisite: English 110.

216 *Literature of the Eighteenth Century* 3 sem. hrs.

English literature from 1660 to 1780, the Augustan Age. Chief attention to Dryden, Pope, Swift, and Johnson. Prerequisite: English 110.

217 *Literature of the Romantic Period* 3 sem. hrs.

Writers of England, 1780 to 1830—the Romantic reaction. Chief attention to Wordsworth, Coleridge, Byron, Shelley, Keats, and Scott. Students who have had the former Survey of English Literature 122 may not take this course for credit. Prerequisite: English 110.

218 *Literature of the Nineteenth Century* 3 sem. hrs.

Literature of the Victorian Period with some reference to social, political, and philosophical trends. Emphasis on the poetry of Tennyson, Browning, Arnold, and the Pre-Raphaelites. Some attention to the chief prose writers of the period. Students who have had the former Survey of English Literature 122 may not take this course for credit. Prerequisite: English 110.

219 *Contemporary English Literature* 3 sem. hrs.

Major English writers of the twentieth century with attention to contemporary trends in thought and expression. Prerequisite: English 110.

220 *Chaucer* 3 sem. hrs.

A literary and linguistic study of the major writings of Chaucer, chiefly *The Canterbury Tales*. Readings in Middle English. Prerequisite: English 110.

222 *Shakespeare: The Comedies and Histories* 3 sem. hrs.

A survey of representative plays with some attention to the man, his contemporaries, his age, and his maturation. Prerequisite: English 110.

223 *Shakespeare: The Tragedies* 3 sem. hrs.

A survey of representative tragedies with attention to Shakespeare's mature genius. Prerequisite: English 110.

224 *Milton* 3 sem. hrs.

Chief prose writings and poems of John Milton. Chief attention to *Paradise Lost*. Includes John Bunyan. Prerequisite: English 110.

231 *American Literature, 1607 to 1830* 3 sem. hrs.

Colonial American writers and Neo-Classicism in America from the beginnings of American literature to Washington Irving. Prerequisite: English 130.

232 *American Literature, 1830 to 1870* 3 sem. hrs.

The main figures and movements of nineteenth-century American literature. Emphasis on Hawthorne, Melville, Poe, Emerson, and Whitman. Prerequisite: English 130.

233 *American Literature, 1870 to 1920* 3 sem. hrs.

The rise of realism and naturalism in America. Emphasis on Crane, Norris, James, Howells, Dreiser, and the chief poetic movements. Prerequisite: English 130.

234 *Contemporary American Literature* 3 sem. hrs.

Present-day movements in American literature. Emphasis on Eliot, Pound, Hemingway, Faulkner, and their contemporaries. Prerequisite: English 130.

241 *Growth and Structure of the English Language* 3 sem. hrs.

Growth and characteristics of English designed to help students understand language change and current problems in spelling, grammar, usage, and vocabulary.

243 *English Grammar* 3 sem. hrs.

Historical and descriptive study of the sentence and its parts to give the student background for teaching accepted usage in language, punctuation, sentence structure, and essential grammar.

244 *Linguistics* 3 sem. hrs.

An examination of modern studies in the nature and function of language structures as apart from traditional grammars. Some reference to newer studies in such matters as structure, constituent analysis, and generative-transformational grammars.

245 *General Semantics* 3 sem. hrs.

The nature of meaning and the functions of language, designed to improve accuracy of communication and to provide a technique for analyzing false and misleading statements.

247 *Creative Writing* 2 sem. hrs.

Opportunity for creative writing of various kinds, as narrative, drama, verse, criticism, editorial, and the article, determined largely by each student's individual interest.

251 *Literature of the Bible* 3 sem. hrs.

Chief literary forms of the Old Testament from the point of view of their artistic achievement.

252 *European Literature to 1700* 3 sem. hrs.

Chief movements and works of Continental European literature from the Middle Ages to the Renaissance. Designed to give the student a general knowledge of the literary heritage of Europe. Readings in translation.

254 *European Literature, 1700 to 1850* 3 sem. hrs.

Main movements of Continental European literature from the Renaissance to modern times. Readings in translation.

255 *Modern World Literature* 3 sem. hrs.

Foreign literature in translation, especially fiction, of the past one hundred years.

267 *Editorial Problems* 3 sem. hrs.

Practical study of the problems involved in editing a school newspaper. Special attention to editorial writing, copy reading, proofreading, headline writing, newspaper make-up, graphic reproduction, and advertising. Two class periods per week plus a maximum of one and one-half hours of laboratory work on *The Vidette*. Time to be arranged with the instructor. Prerequisite: English 165.

271 *Literature for Lower Grades* 3 sem. hrs.

Traditional fairy and folk tales, myths, legends, fables, and modern fanciful and realistic stories for kindergarten-primary grades. Also offered as Library 271. Does not repeat materials of English 170. Students who have had the former English 202 may not take this course for credit.

272 *Literature for Upper Grades* 3 sem. hrs.

Literature especially selected for middle and upper grades. Also offered as Library 272. Does not repeat materials of English 170.

273 *Verse for Children* 3 sem. hrs.

Verse for use in the kindergarten and eight elementary grades. Students who have had the former English 203 may not take this course for credit.

285 *The Drama* 3 sem. hrs.

Dramatic forms as literature from Greece to modern times. Readings in translation.

286 *The Novel* 2 sem. hrs.

The novel in English with emphasis on the nineteenth and twentieth centuries.

290 *Language Arts for the Elementary School* 2 sem. hrs.

Guidance for the elementary teacher in devising experiences in thinking, speaking, writing, and listening. Ways of improving pupils' vocabularies, usage, spelling, and mechanics of writing. Development of criteria for pupil selection of books, magazines, movies, and radio programs. Acquaintance with the professional literature of the field.

295 *The High-School Annual* 2 sem. hrs.

Theoretical study of editorial and business problems of the high-school annual—staff organization, graphic reproductions, photography, layout, advertising, circulation, budgeting, materials, editorial problems, and art themes. Examination of high-school annuals at the various cost levels.

296 *Literature for the High School* 2 sem. hrs.

Literature for use in secondary school English programs. Criteria for selection. Acquaintance with the professional literature of the field.

297 *Language and Composition in the Secondary School* 2 sem. hrs.

The teaching of oral and written composition in the junior and senior high school. Emphasis on devices for improving pupil vocabularies, diction, and mechanics. Reading of professional literature in the field.

298 *English Seminar* 3 sem. hrs.

Intensive study of a genre, topic, group of authors, or single major writer in English or American literature. Open only to seniors majoring in English, by invitation from the Head of the English Department. May be repeated once, provided the content differs.

299 *Independent Honor Study* 1-6 sem. hrs.

Intensive work in a special area of the student's major or minor. Each individual project is to culminate in a comprehensive written report and/or examination. Open only to resident students who have achieved superior academic records and who have demonstrated ability to profit from independent study. A maximum of six hours of credit in independent study may be applied toward graduation. Prerequisite: Permission of the instructor, the Head of the Department, and the Dean of the Faculty.

306 *Regional and Area Studies* 1-9 sem. hrs.

An intensive study of particular lands, environments, cultures, literatures, and peoples. May be given in cooperation with other departments, on or off campus. The areas to be studied, participating departments, and credit hours available in the several departments will be announced each time the course is offered.

310 *History and Development of the English Language* 3 sem. hrs.

Historical approach to the development of the English language. To help student and prospective teacher discover reasons behind the meanings, spellings, syntax, and usage of contemporary English.

311 *Old English* 3 sem. hrs.

The elements of Old English grammar, with selected readings.

317 *Philosophical and Critical Prose of the Victorian Period* 3 sem. hrs.

Chief prose writers of the century and their contribution to the thought of the present time.

325 *English Drama Before 1642* 3 sem. hrs.

English Drama from its beginnings in the Medieval Church to the closing of the theaters. Special attention is given to the plays of Marlowe and Jonson.

327 *Restoration and Eighteenth-Century English Drama* 3 sem. hrs.

English Drama from the Restoration in 1662 through Sheridan.

328 *Modern British and American Drama* 3 sem. hrs.

Readings in twentieth-century British and American plays and related critical documents.

332 *Selected Studies in American Literature* 3 sem. hrs.

Concentrated coverage of one or more important literary figures. If different material is covered, the course may be repeated. Prerequisite: English 130.

348 *Playwriting* 3 sem. hrs.

Playwriting techniques of selected masters of dramaturgy, with practical application of the techniques in the writing of original plays. Both literary and professional aspects of writing for the theater are considered. When possible, opportunity will be provided for the laboratory production of original scripts of quality in University theater-workshop projects.

370 *Studies in the History of Literature for Young People* 3 sem. hrs.

Advanced critical, chronological study of literature for children and young people to 1900. If different material is covered, the course may be repeated.

372 *Studies in Contemporary Literature for Young People* 3 sem. hrs.

Advanced study in contemporary literature for children and young people. If different material is covered, the course may be repeated.

375 *Studies in Literature for Adolescents* 3 sem. hrs.

Advanced study of literature for grades seven through twelve. If different material is covered, the course may be repeated.

382 *Literary Criticism* 3 sem. hrs.

Survey of critical and esthetic theory designed to aid the prospective teacher in evaluating ancient and modern literature, in broadening and refining literary tastes, and in conveying to the students a knowledge of the purposes of literature.

386 *The Eighteenth Century English Novel* 3 sem. hrs.

The English novel from its beginning through the eighteenth century. Prerequisite: English 110.

387 *The Nineteenth Century English Novel* 3 sem. hrs.

The English novel from Matthew Lewis through Thomas Hardy.

388 *The Twentieth-Century English Novel* 3 sem. hrs.

The twentieth-century English novel from Arnold Bennett through Lawrence Durrell.

390 *Recent Research in the Teaching of the Language Arts* 2 sem. hrs.

Critical study of current practice and research in the teaching of the language arts in the elementary school.

395 *Problems in the Teaching of English* 2 sem. hrs.

Critical examination of current practice and research in the teaching of language, literature, and composition in the junior high school and the senior high school. To aid the teacher in meeting individual problems.

FOREIGN LANGUAGES

TEACHING STAFF

Head of the Department: Thomas E. Comfort. Office: Edwards Hall 200.

Professors: Allie Ward Billingsley, Thomas E. Comfort, Brigitta J. Kuhn, Joseph L. Laurenti, Henry R. Manahan, Patrick Tarrant.

Associate Professors: A. Gordon Ferguson, William D. Fuehrer, Vytas V. Gaigalas, Jose A. Rodriguez.

Assistant Professors: Helen Chiles, J. Anne Foreman, William N. Kennedy, Kenneth H. Ober, George A. Petrossian, Sidney N. J. Zelson.

Instructors: Apolinaras P. Bagdonas, Edmund J. Carney, N. Marbeth Emswiler, Hans M. Gilde, Virginia Lohner, Franklin R. Mandera, Marcelle Marcus, Olga A. Martinez, Charles T. McComas, Frank J. Morales, Paul R. Schmidt, Margaret M. Sinka, Donald L. Thompson, Rodolfo E. Vilaro, Jack H. Wagner, A. Luellen Watson, John T. Wissman.

Students who have had no previous instruction in the foreign language enroll in the course numbered 111 (French, German, Latin, Russian, Spanish). Students who have had one, two, or three years of a language in high school may enroll without examination in 112, 115, or 116, respectively. Students who have completed successfully four years of work in a foreign language in high school should consult with the Head of the Department of Foreign Languages to determine proper placement.

The Department of Foreign Languages reserves the right to examine a transfer student as to his ability to carry courses numbered in the 300's.

A student must complete both semesters of the first year of foreign language, that is, courses numbered 111 and 112, to receive credit toward graduation.

GENERAL EDUCATION COURSES

To meet requirements for groups I and V, students may choose from the courses numbered 111, 112, 115, 116, and literature courses numbered 200 or higher.

TEACHING FIELDS

MAJORS IN FRENCH, RUSSIAN, AND SPANISH

Courses in French, Russian, or Spanish must total 33 semester hours. The following specific courses are required: 111, 112, 115, 116, 204, 231.

MAJOR IN GERMAN

Courses in German must total 33 semester hours. The following specific courses are required: 111, 112, 115, 116, 204, 213.

MAJOR IN LATIN

Courses in Latin must total 33 semester hours. The following specific courses are required: 115, 116, 201, 202, 204, 215.

MINORS IN FRENCH, RUSSIAN, AND SPANISH

Courses in French, Russian, or Spanish must total 25 semester hours. The following specific courses are required: 111, 112, 115, 116, 204, 231.

MINOR IN GERMAN

Courses in German must total 25 semester hours. The following specific courses are required: 111, 112, 115, 116, 204, 213.

MINOR IN LATIN

Courses in Latin must total 25 semester hours. The following specific courses are required: 115, 116, 201, 202, 204, 215.

MAJORS AND MINORS FOR ARTS DEGREE**MAJOR IN FRENCH**

Courses in French must total 33 semester hours. The following specific courses are required: 111, 112, 115, 116, 221, 222, 231. French 203 may not be counted toward this non-teaching major.

MINOR IN FRENCH

Courses in French must total 25 semester hours. The following specific courses are required: 111, 112, 115, 116, 231. French 203 may not be counted toward this non-teaching minor.

MAJOR IN GERMAN

Courses in German must total 33 semester hours. The following specific courses are required: 111, 112, 115, 116, 213, 221, 222.

MINOR IN GERMAN

Courses in German must total 25 semester hours. The following specific courses are required: 111, 112, 115, 116, 213.

MAJOR IN LATIN

Courses in Latin must total 33 semester hours. The following specific courses are required: 115, 116, 201, 202, 215, 226.

MINOR IN LATIN

Courses in Latin must total 25 semester hours. The following specific courses are required: 115, 116, 201, 202, 215, 226.

MAJOR IN RUSSIAN

Courses in Russian must total 33 semester hours. The following specific courses are required: 111, 112, 115, 116, 221, 222, 231.

MINOR IN RUSSIAN

Courses in Russian must total 25 semester hours. The following specific courses are required: 111, 112, 115, 116, 231.

MAJOR IN SPANISH

Courses in Spanish must total 33 semester hours. The following specific

courses are required: 111, 112, 115, 116, 211, 216, 221, 222 or 242, 231. Spanish 203 may not be counted toward this non-teaching major.

MINOR IN SPANISH

Courses in Spanish must total 25 semester hours. The following specific courses are required: 111, 112, 115, 116, 211, 231. Spanish 203 may not be counted toward this non-teaching minor.

COURSES IN FOREIGN LANGUAGES

Courses are listed under nine topics: General Courses, French, German, Greek, Italian, Latin, Portuguese, Russian, and Spanish.

GENERAL COURSES

204 *Foreign Language Teaching in the Secondary School* 1 sem. hr.

Concepts and methods. Preparation of audio-lingual exercises, including pattern drills on tapes for language laboratory use. Lesson plan and testing. Operation and management of a foreign language laboratory. Sources and uses of teaching aids, such as filmstrips, films, charts, and maps. Lectures, discussions, individual projects, and observation of classes. Prerequisite: Two courses in a foreign language at the 200 level.

299 *Independent Honor Study* 1-6 sem. hrs.

Intensive work in a special area of the student's major or minor. Each individual project is to culminate in a comprehensive written report and/or examination. Open only to resident students who have achieved superior academic records and who have demonstrated ability to profit from independent study. A maximum of six hours of credit in independent study may be applied toward graduation. Prerequisite: Permission of the instructor, the Head of the Department, and the Dean of the Faculty.

300 *Research in Foreign Languages* 1-3 sem. hrs.

Supervised work in a foreign literature, in comparative language studies, or in educational materials for a foreign language laboratory. Assignments will depend on the preparation and interest of the student. By arrangement with the Head of the Department of Foreign Languages.

FRENCH

111 and 112 *First-Year French* Each 4 sem. hrs.

Pronunciation; essentials of grammar; exercises in hearing, speaking, and writing French; reading material of graded difficulty.

113 *French Conversational Practice* 2 sem. hrs.

Intermediate level conversational practice. Exercises to improve diction, pronunciation, intonation, and comprehension. Prerequisite: French 112 or equivalent.

114 *French Composition Practice* 2 sem. hrs.

Intermediate level composition practice. Supplementation and review of structure and grammar of written French by compositions involving use of currently idiomatic French. Prerequisite: French 112 or equivalent.

115 and 116 *Second-Year French* Each 4 sem. hrs.

Class reading of short stories, plays, and essays. Grammar review, oral and written composition. Prerequisite: French 112 or two years of high-school French.

201 *Introduction to French Literature and Culture* 3 sem. hrs.

General survey of representative works of main literary movements in French literature, with emphasis on French thought and culture. Prerequisite: French 116 or equivalent. Does not count toward major in French.

203 French for the Elementary School 3 sem. hrs.

Practical exercises in the preparation and the use of classroom materials, such as drills, games, songs, etc. Discussion of objectives, methods, and techniques. Demonstration and use of audio-visual aids. Observation of classes. Required of a Resource Person in French in Elementary Education. Prerequisite: French 116; a French pronunciation test. Does not count toward major or minor.

211 Modern French Novel 3 sem. hrs.

Class and collateral reading of the novel of the nineteenth and twentieth centuries. Prerequisite: French 116.

216 Modern French Drama 3 sem. hrs. (Formerly 215 and 216)

Class and collateral reading of the drama of the nineteenth and twentieth centuries. Prerequisite: French 116.

217 Civilisation française 2 sem. hrs.

French people and institutions as background for the French teacher. Prerequisite: French 116.

221 and 222 Survey of French Literature Each 3 sem. hrs.

French literature from the seventeenth to the twentieth century, with special emphasis on classical tragedy and comedy. Prerequisite: French 116.

231 Advanced French Composition and Conversation 2 sem. hrs.

Reading of short excerpts from modern writers; written and oral composition; dictation and memorizing of short passages. Prerequisite: French 116.

301 French Romanticism 3 sem. hrs.

Reading of poetry, novels, plays, criticism, stories, and history. Class conducted in French. Prerequisite: French 221, 222.

302 French Classicism 3 sem. hrs.

Reading of plays by Corneille, Racine, and Molière, and of selections from other seventeenth century writers. Class conducted in French. Prerequisite: French 221, 222.

309 French Phonetics 2 sem. hrs.

A scientific approach to French pronunciation. Correct formation of French sounds; practical application of the theory of phonetics to its teaching. Practice in the diction of ordinary conversation as well as the more formal diction of public reading and speaking. Prerequisite: Two courses in French literature.

316 French Literature of the Sixteenth Century 3 sem. hrs.

Analysis of the Renaissance as it expressed itself in the leading writers of France in the 16th century. Prerequisite: Two courses in French literature.

318 Molière 3 sem. hrs.

Major comedies of Molière, together with some of the farces and comedies ballets.

332 French Lyric Poetry 2 sem. hrs. (Formerly 232)

Reading of French Lyrics from the 16th century to the present; study of the schools of poetry; *explication de texte*. Oral reading. Prerequisites: French 221, 222.

GERMAN**111 and 112 First-Year German Each 4 sem. hrs.**

Pronunciation, essentials of grammar, reading of easy German stories, oral and written exercises based on the material read. Not open to students who have had German 113 except by permission of the Head of the Department.

113 Elementary German Composition and Conversation 2 sem. hrs.

Oral and written exercises and short discussions leading to a command of elementary, idiomatic German. Major emphasis on composition. Prerequisite: German 112 or equivalent.

115 and 116 *Second-Year German* Each 4 sem. hrs.

Intensive grammar review; oral and written composition. Class reading and discussion of simple German stories. Prerequisite: German 112 or two years of high school German.

118 *Scientific German* 4 sem. hrs.

An analytical approach to translation problems on the intermediate level. The development of a scientific vocabulary and the interpretation of German scientific literature with the help of a dictionary. Particularly suited for majors and minors in the sciences. Prerequisite: German 115 or equivalent.

211 *German Novel* 3 sem. hrs.

Rapid reading in the novel and *Novelle* from Goethe to the present time. Prerequisite: German 116.

213 *Intermediate German Composition and Conversation* 2 sem. hrs.

Continued intensification of writing and speaking skills; vocabulary building and practice in oral and idiomatic expressions; review of the subjunctive; reading of radio plays; emphasis on class reading and conversation. Prerequisite: German 113 or equivalent and German 116 or equivalent.

216 *German Drama* 3 sem. hrs.

Lectures and readings of representative works of outstanding German, Austrian, and Swiss dramatists. Prerequisite: German 116.

217 *German Culture and Civilization* 3 sem. hrs.

An overview of German culture from the beginning to the present; reading and discussion of aspects of German life, art, and thought by nineteenth and twentieth century German authors. Prerequisite: German 116 or equivalent.

221 and 222 *Survey of German Literature* Each 3 sem. hrs.

Class and collateral reading of representative works of the most important authors from the eighth century to the present time. Prerequisite: German 116.

223 *German Prose of the Twentieth Century* 2 sem. hrs.

The novels and short stories of particularly Hesse, Musil, and Mann. Class reading, individual reports, and discussions. Lectures present the total contribution of authors in the light of contemporary thought and trends. Prerequisite: German 116.

232 *German Lyric Poetry* 3 sem. hrs.

Reading and interpretation of German lyric poetry from 800 A.D. to the present. Prerequisite: German 116.

302 and 303 *Goethe and Schiller* Each 3 sem. hrs.

Classic German literature with emphasis on the dramas of Goethe and Schiller. Lectures, collateral reading, and reports. Prerequisite: Two courses in German beyond 116.

309 *German Phonetics* 2 sem. hrs.

A scientific approach to German pronunciation; correct formation of German sounds; practical application of the theory of phonetics to its teaching. Prerequisite: Two courses in German literature.

313 *Advanced German Composition and Conversation* 2 sem. hrs.

Free discussion of topics of contemporary interest; assignment of oral and written themes based on the class discussions. Prerequisite: German 213 or equivalent.

318 *Goethe's Faust* 3 sem. hrs.

A critical study of Parts I and II of *Faust* as literature and as an expression of Goethe's philosophy. Lectures, assigned readings, and reports. Prerequisite: Two courses in German beyond 116.

GREEK

301 and 302 *Classical Greek* Each 3 sem. hrs.

The Greek alphabet, pronunciation, essentials of grammar, translation of reading material of graded difficulty, exercises in writing Classical Greek, consideration of the Greek element in English. Prerequisite for a master's degree in Latin.

ITALIAN

111 and 112 *First-Year Italian* Each 4 sem. hrs.

Pronunciation; essentials of grammar; exercises in comprehending, speaking, and reading material of graded difficulty.

LATIN

111 and 112 *First Year Latin* Each 4 sem. hrs.

The equivalent of the first two years of high-school Latin, planned especially for students who wish to be Latin teachers but who had no opportunity for Latin study in high school.

115 *Intermediate Latin* 4 sem. hrs.

Review of Latin fundamentals. Practice in writing simple Latin. Reading beginning with graded Latin selections and progressing to selections from Cicero's orations. Prerequisite: Latin 112 or two years of high-school Latin.

116 *Vergil* 4 sem. hrs.

Aeneid, Books I-VI: the purpose, sources, merits, and fame of the *Aeneid*, and its references to other classic epics; poetical syntax, figures of speech, prosody, and mythology in the *Aeneid*. Prerequisite: Latin 115 or three years of high-school Latin.

201 and 202 *Survey of Latin Literature* Each 4 sem. hrs.

Introduction to the history and development of Latin literature. Translation of representative selections from the works of the most important authors of the Republic and Empire. Prerequisite: Latin 116 or three years of high school Latin.

211 *Cicero's Essays* 3 sem. hrs.

Reading of Cicero's *De Senectute* and *De Amicitia*. An appreciation of these essays as literary masterpieces, both in language and in thought. Discussion of the treatment of the same themes by other writers, ancient and modern. Syntax and figures peculiar to Cicero. Prerequisite: Latin 202.

212 *Plautus and Terence* 3 sem. hrs.

Intensive reading of at least three plays of Plautus and Terence and a recognition of the importance of these plays as examples of Roman dramatic art. Peculiarities of meter, style, and syntax. Special readings on the history of the theater, the development of the Roman drama, and the influence of Plautus and Terence on later drama. Prerequisite: Latin 202.

215 *Latin Prose Composition* 2 sem. hrs. (Formerly 117)

Systematic review of Latin inflections and syntax with written and oral exercises in the use of Latin constructions. Some practice in writing connected discourse based on Latin authors. Prerequisite: Latin 202.

222 *Martial's Epigrams* 2 sem. hrs.

Reading of Latin poetry and a study of social life under the emperors. Prerequisite: Two literature courses beyond Latin 202.

225 *Latin-English Etymology* 2 sem. hrs.

Relation of the various Indo-European languages to each other, the place of Latin and English among these languages, and the history of the Latin elements in English. Some treatment of the subject of semantics, especially as it applies to Latin words in English. Recommended for all who have a major or minor in Latin.

226 Roman Civilization 2 sem. hrs.

Background for the Latin teacher. An introduction to Roman topography is included. Recommended for all who have a major or minor field in Latin.

231 Ovid, *Metamorphoses* 3 sem. hrs.

Translation, scansion, and reading of the passages most helpful to the teacher of Latin. Prerequisite: Latin 202.

232 Selections from *Caesar's Gallic Wars* 3 sem. hrs.

Selections of historical importance from Caesar. Emphasis on problems connected with the reading and translation of Latin; a thorough review of Latin forms and syntax. Prerequisite: Latin 202.

234 Livy 3 sem. hrs.**(Formerly 118)**

Selections from Livy's *History of Rome*. Study of some of the most important phases of the history of the Roman people. Livy as an historian and writer. Prerequisite: Latin 211.

315 Horace: *Odes and Epodes* Each 3 sem. hrs.

Translation, interpretation, and metrical reading of Horace's lyric poetry. Critical study of the characteristic features of his style. Life in the Augustan Age and Horace's philosophy of life.

316 Roman Satire 3 sem. hrs.

The history and development of satire as a literary genre; reading of representative selections from Ennius, Lucilius, Horace, Persius and Juvenal; a consideration of their influence upon later literature.

318 Tacitus 2 sem. hrs.

Agricola and Germania. An introduction to the prose of the Silver Period.

319 Selections from the *Letters of Cicero* 2 sem. hrs.

Translation of some of the most interesting and important letters of Cicero as a commentary on the manners, history, and politics of the period of the Republic.

320 Selections from the *Letters of Pliny* 2 sem. hrs.

Readings from the correspondence of Pliny selected for their importance as a commentary on Roman life and manners during the period of the Empire. Study of the letters both as human documents and as literary compositions.

PORTUGUESE**111 and 112 First Year Portuguese Each 4 sem. hrs.**

Pronunciation; essentials of grammar; exercises in hearing, speaking, and writing simple Portuguese; reading of graded material.

RUSSIAN**111 and 112 First Year Russian Each 4 sem. hrs.**

Pronunciation; essentials of grammar; exercises in hearing, speaking, and writing simple Russian; reading of graded material.

115 and 116 Second Year Russian Each 4 sem. hrs.

Reading of Russian prose. Grammar review, oral and written composition. Prerequisite: Russian 112 or two years of high school Russian.

211 and 212 Russian Prose Fiction Each 4 sem. hrs.

Reading of short stories. Prerequisite: Russian 116.

215 *Russian Drama* 4 sem. hrs.

Class and collateral reading of representative Russian plays. Prerequisite: Russian 116.

221 and 222 *Survey of Russian Literature* Each 3 sem. hrs.

Class and collateral readings of the most important Russian authors. Prerequisite: Russian 116.

223 *Russian Writers of the Twentieth Century* 4 sem. hrs.

Reading of representative works. Prerequisite: Russian 116.

231 *Advanced Russian Conversation and Composition* 2 sem. hrs.

Written and oral composition, conversation designed to build adequate vocabulary and pronunciation. Extensive laboratory work in listening and pronouncing is an integral part of this course. Prerequisite: Russian 116.

SPANISH**111 and 112 *First-Year Spanish* Each 4 sem. hrs.**

Pronunciation, essentials of grammar, exercises in hearing, speaking, and writing simple Spanish, reading of graded material. Not open to students who have had Spanish 114 except by permission of the Head of the Department.

114 *Spanish Conversation* 2 sem. hrs.

Conversational practice in Spanish, with exercises to improve pronunciation and intonation. Prerequisite: Spanish 112 or two years of high school Spanish.

115 *Second-Year Spanish* 4 sem. hrs.

Class reading of modern Spanish prose. Prerequisite: Spanish 112 or two years of high school Spanish.

116 *Second-Year Spanish* 4 sem. hrs.

Review of grammar. Oral and written composition. Prerequisite: Spanish 115 or three years of high school Spanish.

203 *Spanish for the Elementary School* 3 sem. hrs.

Practical exercises in the preparation and the use of classroom materials, such as drills, games, songs, etc. Discussion of objectives, methods, and techniques. Demonstration and use of audio-visual aids. Observation of classes. Required of a Resource Person in Spanish in Elementary Education. Prerequisite: Spanish 116 and a pronunciation test. Does not count toward major or minor.

211 *Modern Spanish Novel* 3 sem. hrs.

Class and collateral reading from the works of representative Spanish and Spanish-American novelists of the nineteenth and twentieth centuries. Prerequisite: Spanish 116.

216 *Modern Spanish Drama* 3 sem. hrs.

Representative works of outstanding Spanish and Spanish-American dramatists of the nineteenth and twentieth centuries. Prerequisite: Spanish 116.

217 *Civilización española* 1 sem. hr.

Life, customs, and institutions of the Spanish people as background material for the teacher of Spanish. Prerequisite: Spanish 116.

218 *Civilización hispanoamericana* 1 sem. hr.

Present-day cultural background of Spanish speaking countries in the Americas. Prerequisite: Spanish 116.

221 and 222 *Survey of Spanish Literature* Each 3 sem. hrs.

Spanish literature from the beginning through the Golden Age and until the present. Prerequisite: Spanish 116.

231 *Advanced Spanish Composition and Conversation* 2 sem. hrs.

Composition and conversation based on modern Spanish prose with special attention to idioms and the finer points of grammar. Prerequisite: Spanish 116.

242 *Survey of Spanish-American Literature* 3 sem. hrs

(Formerly 222)

Introduction to the works of Spanish-American authors with emphasis on the nineteenth and twentieth centuries. Prerequisite: Spanish 116.

301 *Spanish-American Literature* 3 sem. hrs.

History of Spanish-American literature from the colonial period to the present day. Prerequisite: Two courses in Spanish literature or Spanish-American literature.

303 *Mexican Literature (Spanish)* 2 sem. hrs.

An intensive survey of Mexican literature and its cultural background from the period of the conquistadors to the present.

304 *La civilizacion mexicana (Spanish)* 2 sem. hrs.

A study of the formation of the Mexican nationality of today, as the fusion of Hispanic and Indian cultures. A consideration of the development of attitudes, traditions, and way of life of the Mexican people.

309 *Spanish Phonetics* 2 sem. hrs.

An analysis of the speech sounds of Spanish; a consideration of the difficulties an English speaker encounters in learning and using correct Spanish pronunciation, stress, and intonation; exercises aimed at improvement of pronunciation and intonation.

310 *Sintaxis espanola* 2 sem. hrs.

A descriptive study of modern Spanish with frequent reference to psychological and historical forces that have influenced its present form.

332 *Spanish Drama of the Siglo De Oro* 3 sem. hrs. (Formerly 232)

Class and collateral reading of selected plays from the great dramatists of Spain's Golden Age. Prerequisite: Two courses in Spanish literature.

392 *Problems in the Teaching of Spanish* 2 sem. hrs.

Re-evaluation of traditional methods of teaching Spanish. Examination and evaluation of modern techniques. Problems related to the teaching of Spanish in general. Problems related to specific methods and techniques.

FRENCH

(See Foreign Languages)

GENETICS

(See Biological Sciences)

GEOGRAPHY—GEOLOGY

TEACHING STAFF

Head of the Department: John E. Trotter. Office: Schroeder Hall 125.

Professors: Paul J. Brand, Kermit M. Laidig, James E. Patterson, Stanley B. Shuman, John E. Trotter.

Associate Professors: Richard R. Hart, Paul F. Mattingly, E. Joan Miller, Else A. Schmidt, Thomas K. Searight, David L. Wheeler.

Assistant Professors: Robert H. Arnold, James D. Carl, Robert J. Gardula, Jane M. Knepler.

Instructor: Jane M. Wheeler.

GENERAL EDUCATION COURSES

To meet requirements for groups III and V, students may choose from the following courses in Geography: 100, 105, 110, 115, 175, 180, 185, 205. For group V, Geography 120, 130, 135, 215, 220, 225, 230, 240, 245, 255, 260.

MAJOR IN GEOGRAPHY

Courses in Geography must total 32 semester hours. The following specific courses are required: 110, 115, 130, 175, 180, 215, 300, 315. Students must take a minimum of eight hours in regional geography courses.

MINOR IN GEOGRAPHY

Courses in Geography must total 22 semester hours. The following specific courses are required: 110, 115, 130, 175, 215.

MINOR IN GENERAL SCIENCE

A student who has a major in Geography may elect this minor field by taking the following 30 semester hours: Biological Sciences 121, 190, and two courses of 122, 123, 191, 192; Chemistry 112; Physics 170, 171.

Geography 365 may not be counted toward a non-teaching major or minor in Geography.

COURSES IN GEOGRAPHY

100 *Introduction to Earth Science* 3 sem. hrs.

A survey of the features of the physical environment. Designed to develop an understanding of the earth as the home of man. Lecture and laboratory.

105 *Earth and Space* 2 sem. hrs.

Galaxies, stars and their evolution, and the planets of our solar system; emphasis on theories dealing with origins of the universe and solar system.

110 *Weather* 2 sem. hrs.

Weather elements, processes, and types. Significance of these in weather observation, analysis, charting, and forecasting basic to understanding of weather and climate. Field trip to U.S. Weather Bureau Station when practicable.

115 *Climate* 2 sem. hrs.

Climatic elements and controls. Classification of climates, climatic types, and world climatic regions. Prerequisite: Weather 110.

120 *Geography of Soils* 3 sem. hrs.

Non-technical study of the major soil groups; pedogenesis, characteristics, and classification. Distribution and importance in major world regions and in underdeveloped areas; emphasizes soils in the United States. Field excursions.

130 *Economic Geography* 3 sem. hrs.

Economic activities of man in their regional associations. Production and distribution of leading commodities. Chief routes of trade and transportation as related to areas of production and markets.

135 *World Regional Geography* 3 sem. hrs.

A regional study of the peoples of the world based upon the various culture patterns as related to earth environment. Not recommended for students with a first or second field in Geography.

140 *Conservation Clinic* 1 sem. hr.

An intensive week of field and classroom work in conservation.

175 *Physical Geology* 4 sem. hrs.

Nature, properties, and structure of the earth's crust and development of the landscape. Three hours of lecture; two hours of laboratory. A one-day field trip required.

180 *Historical Geology* 4 sem. hrs.

Origin and structure of the earth. History of the earth as revealed by the rock strata and the evolution of plant and animal life as shown by fossils. Practical experience with topographic maps and geologic folios. Three hours of lecture; two hours of laboratory. A one-day field trip is required. Prerequisite: Geography 175.

185 *Common Rocks and Minerals* 2 sem. hrs.

Genesis, description, classification, and identification of common rocks and minerals, lecture and laboratory.

200 *Elements of Political Geography* 3 sem. hrs.

An introduction to the physical, cultural, and economic elements of political geography. A review of selected contemporary world problems with emphasis on geographic backgrounds. A consideration of the contribution of geography to a study of current affairs.

205 *Conservation of Natural Resources* 3 sem. hrs.

Conservation of soil, water, forest, wildlife, mineral, and recreational resources in the United States. Resource characteristics, problems, and conservation practices are considered. Field trips when feasible.

210 *Historical Geography of the United States* 2 sem. hrs.

A survey of the geography of earlier times. Emphasis on exploration and initial settlement in distinctive regions of the United States.

215 *Geography of the United States* 3 sem. hrs.

Survey of the major regions of the United States in terms of contemporary physical, cultural, and natural resource patterns. Emphasis upon land use associations in both rural and urban areas.

220 *Geography of Illinois* 2 sem. hrs.

A regional survey of the physical environment and patterns of human occupancy including agriculture, industry, transportation, and utilization of mineral resources.

225 *Geography of Canada and Alaska* 2 sem. hrs.

Survey of natural regions; resources, economic activities, settlement patterns, interregional and international relations.

230 *Geography of South America* 3 sem. hrs.

A regional analysis of the major political units with emphasis on physical, cultural, and economic characteristics.

240 *Geography of Europe* 3 sem. hrs.

Europe based upon regions. Present importance and possible future of each in the light of geographic conditions. Attention to the present nations of Europe, their relationships to each other and to the United States.

245 *Geography of the Soviet Union* 2 sem. hrs.

Emphasis on physical resource patterns and their significance to the industrial and agricultural land use and to the general economic and political development.

250 *Geography of Africa* 2 sem. hrs.

Regional study of Africa. Emphasis upon the patterns of society as related to the natural environment. The role of Africa in world affairs.

255 *Geography of Asia* 3 sem. hrs.

A survey of the countries, regions, and peoples of Asia. Detailed study of selected regions, specific localities, and special problems.

260 *Geography of Australia and Oceania* 3 sem. hrs.

A physical and cultural geography of the Pacific Island Groups and Australia. Interpretation of the economic activities in relation to natural environment and cultural background of the people. A student may not take this course for credit if he has earned credit in Geography 260, Geography of Australia and New Zealand, or Geography 265, Geography of the Pacific Islands.

270 *Field Survey of Illinois* 3 sem. hrs.

A reconnaissance survey of the distinctive regions of Illinois, including the Chicago industrial area, the major agricultural regions, mining districts, various state parks, and other areas of special interest. Opportunity for intensive study of local units of occupancy.

275 *Life of the Geologic Past* 2 sem. hrs.

Development of plants and animals from the most primitive early forms to modern types. Discussion includes the origin, classification, and evolution of life.

300 *Cartography and Graphics* 3 sem. hrs.

Graphic representation of statistical data, including compilation and preparation of various types of maps and graphs. Map projections, scales, symbolisms, dot maps, and their use.

305 *Aerial Photograph Interpretation* 3 sem. hrs.

An introduction to the basic principles of photogrammetry and the techniques and applications of aerial photograph interpretation, emphasizing the functional relationships of features located upon the earth's surface.

306 *Regional and Area Studies* 1-9 sem. hrs.

An intensive study of particular lands, environments, cultures, and peoples. May be given in cooperation with other departments, on or off the campus. The areas to be studied, participating departments, and credit hours available in the several departments, will be announced each time the course is offered.

310 *Techniques of Field Work* 3 sem. hrs.

Techniques of mapping and interpretation of the phenomena of the natural and cultural landscapes. Most of the time in the field doing original study and mapping.

315 *Methods and Concepts in American Geography* 2 sem. hrs.

A survey of selected professional publications designed to acquaint the student with the development of basic concepts and methods in American Geography. Enables the student to evaluate geographic viewpoints and approaches in research and teaching.

325 *World Population and Resources* 3 sem. hrs.

Population growth and resource distribution and their impact on national policy, levels of living, education, food supply, and mineral resources.

335 *Industrial Geography* 3 sem. hrs.

Distribution and locational factors influencing distribution of American industries. Relationship of American industries to world industrial patterns.

340 *Climates of the Continents* 2 sem. hrs.

Climates of the various continents and associated controls. Analysis of classifications of climate and problems of climatic classification.

345 *Problems in Conservation* 3 sem. hrs.

Investigation of specific problems in conservation of soils, water, forests, wildlife, minerals, and recreational land. These problems are explored in their complex national, regional, and local contexts.

365 *Geographic Materials in Education* 3 sem. hrs.

The role of maps, globes, and other aids in teaching geography. Practical experience in selection and organization of geographic materials under laboratory situations. A student may not take this course for credit if he has earned credit in Geography 125 or Geography 360.

375 *Economic Geology* 3 sem. hrs.

Earth materials of economic importance. Characteristics and uses of common metallic and non-metallic minerals and rocks. Prerequisite: Geography 175.

380 *Geomorphology* 3 sem. hrs.

Detailed study of the origin, classification, description, and interpretation of land forms. Prerequisite: Geography 175.

385 *Invertebrate Paleontology* 4 sem. hrs.

Concepts of evolution, taxonomy, and paleontological species; invertebrate phyla, with emphasis on groups with paleoecologic and stratigraphic significance. Three hours of lecture, three hours of laboratory. Prerequisite: Geography 180, or Geography 275, and Biological Sciences 191.

GERMAN

(See Foreign Languages)

GREEK

(See Foreign Languages)

HEALTH

(See Biological Sciences)

HEALTH AND PHYSICAL EDUCATION

TEACHING STAFF (MEN)

Head of the Department: Arley F. Gillett. Office: Horton Physical Education Building 203A.

Professors: James E. Collie, Arley F. Gillett, Eugene L. Hill, Burton L. O'Connor.

Associate Professors: Paul F. Dohrmann, Milton E. Weisbecker.

Assistant Professors: Buford H. Bass, Lawrence E. Bitcon, Frank T. Chiodo, Warren S. Crews, Donald R. Cross, Harold E. Frye, John A. Gelch, Archibald J. Harris, Carl D. Heldt, Richard F. Irvin, Jimmy D. Scott, Robert N. Singer, Wayne O. Truex, Roger L. Williams.

Instructors: Robert S. Behnke, Jerry D. Foster, George Girardi, William J. O'Neill, Jimmie L. Wasem, Alan W. Weith, Roger B. Weller, Philip K. Wilson.

TEACHING STAFF (WOMEN)

Head of the Department: Phebe M. Scott. Office: McCormick Gymnasium 101C.

Professors: Bernice G. Frey, Miriam Gray, Barbara C. Hall, Margaret L. Jones, Ellen D. Kelly, Phebe M. Scott, Gwen K. Smith.

Associate Professor: Betty J. Keough.

Assistant Professors: Ellen M. Abshire, Ruth Bird, Faith Clark, Edna Engberg, E. Carmen Imel, G. Laurene Mabry, Marjorie F. Martin, Barbara Sailors, Alma Stoddard, Beverly D. Wilson, Donna J. Workman.

Instructors: Joyce Cekander, Nancy Deighton, Judith A. Hall, Dolores Hellweg, Doris Henderson, Lynn Higgins, Bonita Howard, Jean Irvin, Rosalie A. Michalski, Earlynn Miller, Joyce Morton, Beverly Nichols, Jean Pankonin, Linda Sorrells, Kirby Todd.

GENERAL EDUCATION COURSES

To meet the requirements of Physical Education in group IV, students may take any courses numbered 101 through 149. To meet requirements for Group V, students may choose 340 and 361.

MEN: MAJOR IN HEALTH AND PHYSICAL EDUCATION

Courses in Health and Physical Education must total 37 semester hours. The following specific courses are required: 150, 151, 152, 153, 154, 181, 182, 242, 282, 341, 347. It is recommended that one semester hour in folk and social dance be completed.

MEN: MINOR IN HEALTH AND PHYSICAL EDUCATION

Courses in Health and Physical Education must total 24 semester hours. The following specific courses are required: 150, 151, 152, 181, 182, 208, 242, 341.

WOMEN: MAJOR IN HEALTH AND PHYSICAL EDUCATION

Courses in Health and Physical Education must total 37 semester hours. The following specific courses are required: 120, 123, 155, 156, 157, 158, 160, 162, 181, 182, 222 or 223, 235, 242, 282, 341, 347, 360, 383.

WOMEN: COMPREHENSIVE MAJOR IN HEALTH AND PHYSICAL EDUCATION

Courses in Health and Physical Education must total 50 semester hours. The following specific courses are required: 120, 123, 155, 156, 157, 158, 160, 162, 180, 181, 182, 222, 223, 235, 236, 242, 282, 341, 347, 360, 383.

WOMEN: MINOR IN HEALTH AND PHYSICAL EDUCATION

Courses in Health and Physical Education must total 22 semester hours. The following specific courses are required: 120, 155, 156, 157, 158, 160, 222 or 223, 235, 236, 242, 341, 360.

MEN AND WOMEN: MINOR IN DANCE EDUCATION

Courses must total 22 semester hours.

For women with a major in health and physical education, the following specific courses are required: 124, 361, 363, a minimum of 4 hours elected from dance courses beyond those required for the major, and 13 hours of guided electives in at least two related fields outside of the major.

For all other students, the following specific courses are required: 120, 123, 124, 160, 181, 182, 235, 282, 360, 361, and 363.

MEN AND WOMEN: COMPREHENSIVE MAJOR IN DANCE EDUCATION—HEALTH AND PHYSICAL EDUCATION

Courses in Dance Education and Health and Physical Education must total 50 semester hours. The following specific courses are required: 120, 121 or 122, 123, 124; four semester hours selected from 151, 152, 153, 154 (men); or from 155, 156, 157 or 158 (women); 160, 162, 163, 181, 182, 222 or 223, 235, 242, 261 or 262, 282, 341, 360, 361, 363, 364, 383, one course in swimming, a laboratory course in stagecraft, and six semester hours of dance electives. Students who choose dance education as a major or minor are required to observe and assist with a college dance class for nine weeks during the sophomore year and to participate in the departmental dance concert during the junior and senior years.

COURSES IN HEALTH AND PHYSICAL EDUCATION—
MEN AND WOMEN

Courses for men only are designated with an M after the course title. Courses for women only are designated with a W after the course title. Where no designation is made, courses are offered for both men and women.

Physical Education courses required for all students for general education must be chosen from courses numbered 101 through 149.

100 *Adapted Recreational Activities*--M ½ sem. hr.

Provision for the recreational and activity needs of those limited in participation by ruling of the University Health Service.

101 *Archery*--M ½ sem. hr.

Beginning course in archery stressing individual skills.

102 *Badminton*--M ½ sem. hr.

Practical course in badminton arranged primarily for the beginning player.

103 *Basketball*--M ½ sem. hr.

Emphasis is upon the play of the individual and development of individual skills.

106 Golf--M ½ sem. hr.

Practical course in golf arranged primarily for the beginning player.

107 Gymnastics I ½ sem. hr.

Training in gymnastics, apparatus, stunts, and tumbling.

108 Gymnastics II ½ sem. hr.

Advanced training in gymnastics, apparatus, stunts, and tumbling. Prerequisite: Health and Physical Education 107.

110 Social Games for Recreation--M ½ sem. hr.

Activities for social gatherings and parties, and entertainment for school and community groups.

111 Softball--M ½ sem. hr.

Practicing the fundamentals of individual and team play.

112 Soccer--M ½ sem. hr.

Emphasis is upon the play of the individual and development of individual skills.

113 Tennis--M ½ sem. hr.

Beginning course in tennis stressing individual skills.

114 Tennis--M ½ sem. hr.

Advanced course in tennis with emphasis on singles and doubles play. Open only to those who have completed Health and Physical Education 113.

115 Touch Football--M ½ sem. hr.

Practice and the development of fundamental skills in football types of games.

116 Volleyball--M ½ sem. hr.

Practicing the fundamentals of individual and team play.

117 Weight Lifting--M ½ sem. hr.

Beginning course in weight lifting stressing fundamentals and variety of experiences for body conditioning and improvement.

118 Beginning Wrestling--M ½ sem. hr.

Instruction and practice in beginning skills of wrestling.

119 Advanced Wrestling--M ½ sem. hr.

Instruction and practice in the advanced skills and techniques of wrestling. Prerequisite: Health and Physical Education 118.

120 Social, Square, and Folk Dance 1 sem. hr.

Development of knowledge and skill in folk and national dances, American country dances, and social dancing. Cultural influences in the folk arts.

121 Intermediate Square and Round Dance 1 sem. hr.

Participation in a variety of American square and round dances for schools and adult recreational groups. Opportunities for practice in square dance calling. Knowledge of cultural role of the American square dance. Prerequisite: Health and Physical Education 120.

122 Intermediate Social and Folk Dance 1 sem. hr.

Knowledge and skill in social dance and international folk dances beyond the beginner's level. Understanding of historical and national character of the dances of a people. Prerequisite: Health and Physical Education 120.

123 *Beginning Modern Dance* 1 sem. hr.

Basic movement vocabulary with exploration in movement sequences. Individual and group studies in elements of composition. Emphasis on kinesthetic awareness of movement.

124 *Intermediate Modern Dance* 1 sem. hr.

More advanced techniques with special emphasis on the development of movement themes as motivated by specific content. Understanding the use of art principles in choreography and accompaniment. Prerequisite: Health and Physical Education 123.

125 *Dance Composition* 1 sem. hr.

Experience in several forms of group and individual composition in dance, including a study of elements of production: choreography, costume, lighting, and stage design; utilization of varied types of accompaniment. Prerequisite: Health and Physical Education 124.

127 *Beginning Swimming I* 1 sem. hr.

Open only to non-swimmers. Introduction to swimming. Special attention to individual needs.

128 *Beginning Swimming II* 1 sem. hr.

For beginners and low intermediates who need additional instruction and practice in shallow water. Opportunity to earn the American Red Cross Advanced Beginner and Intermediate Certificates. Beginning Swimming I not a prerequisite.

129 *Intermediate Swimming and Diving* 1 sem. hr.

For deep water swimmers to develop and refine basic strokes and other aquatic skills. Introduction to springboard diving. Opportunity to earn the American Red Cross Intermediate and Swimmers Certificates.

130 *Advanced Swimming and Diving* 1 sem. hr.

For the swimmer to learn advanced strokes, to refine basic strokes, and increase endurance. Introduction to competitive swimming. Opportunity to earn the American Red Cross Advanced Swimmers Certificate if a current Senior Life Saving Certificate is held.

131 *Senior Life Saving* 1 sem. hr.

For highly skilled swimmers to learn special skills for life saving, forms of rescue, rescue techniques, and water safety procedures. Opportunity to earn American Red Cross Senior Life Saving Certificate. Prerequisite: American Red Cross Swimmers or Advanced Swimmers skill level.

132 *Water Safety Instructors Course* 1 sem. hr.

For highly skilled swimmers to learn class teaching procedures and to analyze swimming skills according to the American Red Cross standards. Opportunity to earn American Red Cross Water Safety Instructors Certificate. Prerequisite: Current American Red Cross Senior Life Saving Certificate.

133 *Selected Experiences--W* 1 sem. hr.

Beginning sports and individual activities and intermediate sports and individual activities. Wide range of activities including archery, badminton, basketball, body mechanics, bowling, campercraft, fencing, field hockey, golf, gymnastics, movement skills, recreational games, softball, speedball, spring board diving, tennis, trampoline and tumbling, and volleyball. A student should select two activities for $\frac{1}{2}$ semester hour each.

134 *Aquatic Art* 1 sem. hr.

For skilled swimmers to develop specialized skills in synchronized swimming strokes and their modifications, aquatic stunts and figures, floating patterns, and individual and group studies in elements of natography. Prerequisite: Health and Physical Education 129.

140 *Adapted Recreational Activities--W* 1 sem. hr.

Provision for the recreational and activity needs of those limited in participation by ruling of the University Health Service.

150 *Introduction to Physical Education--M* 2 sem. hrs.

A survey course directed toward a basic understanding of the function of physical education in public schools and the elements involved in the professional preparation of teachers.

151 and 152 *Physical Education Activities--M* Each 2 sem. hrs.

Basic seasonal developmental activities.

153 and 154 *Physical Education Activities--M* Each 2 sem. hrs.

Continuation of Health and Physical Education 151 and 152, extending the student's knowledge and skill in a wider variety of activities.

155 and 156 *Physical Education Activities--W* Each 2 sem. hrs.

Development of fundamental skills in individual and team activities.

157 and 158 *Physical Education Activities--W* Each 2 sem. hrs.

Continuation of Health and Physical Education 155 and 156, extending the student's knowledge and skill in a wider variety of activities.

159 *Officiating--W* $\frac{1}{2}$ -1 sem. hr.

Instruction and practice in officiating activities offered in intramural, extramural and class programs. Ratings for certification conducted by local and national boards of women's officials. May be repeated with a change of subject matter for a total of 2 semester hours.

160 *Fundamentals of Rhythm and Movement* 2 sem. hrs.

Development of the fundamental skills in rhythmic activities, including the exploration of rhythmic forms and movement. Prerequisite: Health and Physical Education 120.

162 *Dance for the Elementary School* 1 sem. hr.

Development of knowledge and skill in teaching creative rhythmic activities for elementary-school children.

163 *Notation I* 1 sem. hr.

Fundamentals of Labanotation which will permit the beginner to record individual steps and arm movements used in human movement. Concurrent enrollment in Health and Physical Education 124 is required. Prerequisite: Health and Physical Education 123.

164 *Notation II* 1 sem. hr.

Notation of the subtleties of movement and the recording of both individual and group movement patterns. Prerequisite: Health and Physical Education 163.

172 *Camp Leadership* 2 sem. hrs.

Experience in woodcraft skills, crafts, outdoor cookery, overnight trips, and other basic camp craft skills. Training for camp counselorships.

173 *Introduction to Recreation* 3 sem. hrs.

Background, development, scope, and present status of recreation. Standards, problems, and relationships involved in public, private, and coordinated school-community programs. Survey, analysis, and evaluation of resources including areas, facilities, and leadership. The program; methods of organizing and conducting group activities.

174 *School-Community Recreation* 3 sem. hrs.

Special problems in the development of school and community recreation. Practical work with such activities as games, party and outing events, crafts with simple materials, group singing, story-telling, hobby interests, and other leisure pursuits. Practical work in planning and conducting recreation.

180 *First Aid* 2 sem. hrs.

Accident prevention and action to be taken in cases of accident and sudden illness in the home, school, and community. Students successfully completing this course will receive standard and advanced Red Cross certificates.

181 *Anatomy and Physiology* 3 sem. hrs.

The gross structure and physiology of the human body with particular attention to the skeletal and muscular systems. Prerequisite: Sophomore standing.

182 *Anatomy and Physiology* 3 sem. hrs.

A continuation of Health and Physical Education 181. Prerequisite: Health and Physical Education 181.

192 *Methods and Materials in Physical Activities--W* 3 sem. hrs.

Techniques of playing, teaching, and officiating team and individual sports. Planned primarily for the untrained teacher in physical education.

201 *Sports Officiating--M* 2 sem. hrs.

Instruction and practice in officiating at athletic contests in football, cross country, and other seasonal sports.

202 *Sports Officiating--M* 2 sem. hrs.

Instruction and practice in officiating at athletic contests in basketball, baseball, and other seasonal sports.

208 *Intramural Management--M* 3 sem. hrs.

Practical course, involving the management of intramural activities. Each student will be required to participate in the administration of the intramural program.

210 *Baseball Coaching--M* 3 sem. hrs.

Professional preparation of coaches in baseball.

211 *Basketball Coaching--M* 3 sem. hrs.

Professional preparation of coaches in basketball.

212 *Football Coaching--M* 3 sem. hrs.

Professional preparation of coaches in football.

213 *Track and Field--M* 3 sem. hrs.

Professional preparation of coaches in track and field.

221 *Physical Education for Elementary Schools* 3 sem. hrs.

Factors essential to program planning in physical education on the elementary level. This course is arranged primarily to aid teachers in service to meet the problems involved in planning the elementary physical education program. Students who have completed Health and Physical Education 222 or 223 may not take this course for credit.

222 *Physical Education for Lower Grades* 2 sem. hrs.

Factors essential to program planning in physical education in grades one through four. Types and progressions of activities; some participation in activities and in teaching.

223 *Physical Education for Upper Grades* 2 sem. hrs.

Factors essential to program planning in physical education in grades five through eight. Types and progressions of activities; some participation in activities and in teaching.

230 *Aquatic Program* 2 sem. hrs.

Study and analysis of different approaches for teaching beginning, intermediate, and advanced swimming classes; organization and administration of aquatic programs; supervision of pools and waterfronts; health and safety factors. Prerequisite: American Red Cross swimmers rating or equivalent skill.

231 *Swimming for Handicapped Children* 1 sem. hr.

Study of adaptations in techniques of swimming for handicapped children. Actual experience will be provided in cooperation with the Red Cross in teaching swimming to the handicapped children in the community. Must have Water Safety certificate.

235 and 236 *Participation in Teaching Techniques--W* Each 1 sem. hr.
Professional laboratory experiences involving observation, participation, and teaching with elementary and high school students. Prerequisites: Satisfactory completion of sophomore participation and Health Physical Education 157 and 158 or concurrent registration.

242 *Principles of Health and Physical Education* 2 sem. hrs.
Basic biological, sociological and psychological facts and principles underlying health education and physical education, including aims and objectives and the contributions to American life.

261 *Dance Form and Style I* 1 sem. hr.
Preclassic and classic form and style. Prerequisite: Health and Physical Education 124.

262 *Dance Form and Style II* 1 sem. hr.
Ethnic and Jazz form and style. Prerequisite: Health and Physical Education 124.

280 *Instructor's First Aid* 1 sem. hr.
Methods and materials for teaching first aid and accident prevention. Steps to be taken in case of accidents and sudden illness in the home, school, and community. Students who have had Health and Physical Education 281 may not take this course for credit. Prerequisite: Health and Physical Education 180.

281 *Instructor's First Aid* 3 sem. hrs.
Methods and materials for teaching first aid and accident prevention. Steps to be taken in case of accidents and sudden illness in home, school, and community. It includes standard, advanced, and instructor's Red Cross course content. Students who have had Health and Physical Education 180 or 280 may not take this course for credit. Offered in extension only.

282 *Kinesiology* 3 sem. hrs.
Analysis of human motion based on anatomic and mechanical principles. Application of these principles in the teaching of physical education activities. Prerequisite: Health and Physical Education 181 and 182.

299 *Independent Honor Study* 1-6 sem. hrs.
Intensive work in a special area of the student's major or minor. Each individual project is to culminate in a comprehensive written report and/or examination. Open only to resident students who have achieved superior academic records and who have demonstrated ability to profit from independent study. A maximum of six hours of credit in independent study may be applied toward graduation. Prerequisite: Permission of the Instructor, the Head of the Department, and the Dean of the Faculty.

304 *Teaching of Sports* 2 sem. hrs.
Application of psychological and sociological principles to the teaching of selected activities; coaching techniques for advanced players; review of recent research in methods and materials in specific activities.

321 *The Elementary School Physical Education Program* 2 sem. hrs.
Principles and purposes of physical education in elementary schools. Current trends in program planning, recent research, methods of evaluation, school-community cooperation. Prerequisite: Health and Physical Education 221, 222, or 223.

340 *History of Physical Education* 2 sem. hrs.
The relationship, from ancient to modern times, between physical education and factors in society: economic, political, social, educational, and religious.

341 *Organization and Administration of Health and Physical Education*
3 sem. hrs.
Factors essential to the administration and program development of health education and physical education in elementary and secondary schools.

347 *Tests and Measurements in Physical Education* 3 sem. hrs.

Analysis of motor performance, using objective tests, subjective ratings, and achievement tests. Construction and evaluation of knowledge tests. Use of statistical concepts for interpreting test scores.

349 *Applied Motor Learning* 3 sem. hrs.

Presents research and theory of learning, performance, and related factors as applied to gross motor skills. Intended for teachers, coaches, and those concerned with human performance in motor activity.

360 *The Teaching of Dance* 2 sem. hrs.

Teaching methods in modern, folk, square, round, and social dance; selection, progression, and grade placement of dance materials in the secondary school and college curriculum; practice in perfecting dance techniques; evaluation of dance skills and knowledges. Prerequisite: Health and Physical Education 160.

361 *History of Dance I* 2 sem. hrs.

The history and development of dance as a social and cultural medium from primitive times through the nineteenth century.

362 *Principles of Performance* 3 sem. hrs.

Principles governing public performance in physical education; dance, swimming, gymnastics, and other physical education activities. A survey of costuming, lighting, accompaniment, and related problems in production.

363 *History of Dance II* 2 sem. hrs.

Dance trends in the twentieth century; their relationships to older cultures and forms of dance and to social patterns of the present; approaches, styles, and contributions of leading dance personalities of the twentieth century. Prerequisite: Health and Physical Education 361.

364 *Musical Analysis for Dance Accompaniment* 2 sem. hrs.

Basic principles of accompanying modern dance; selection of appropriate music, both live and recorded, from traditional and current repertoires, for use with folk, social, and theatre forms of dance; brief history of music and music for dance.

365 *Teaching of the Folk Forms of Dance* 2 sem. hrs.

Methods of teaching the folk and social forms of dance in the secondary school, college, and recreational situation; appraisal of the patterned dances in the traditional and current repertory; sources of curricular materials from dance books, magazines, workshops, clinics, festivals, conventions, institutes, and summer schools and camps; advanced techniques in folk, round, square, and social dance; basic skills in tap dance. Prerequisite: Health and Physical Education 360.

367 *Problems in Dance* 2 sem. hrs.

Current problems in the teaching of dance on all levels, in the administration of dance curricula, in the organization and supervision of dance clubs and extra-curricular activities.

368 *Practicum in Composition* 2 sem. hrs.

Progressive experiences in individual and group composition: in design, rhythm, and dynamics; compositional group works based upon extensive investigation into the subject matter to be communicated. Prerequisite: previous experience in modern dance.

369 *Dance for Children* 2 sem. hrs.

Methods and materials in traditional and creative activities; movement explorations for stunts, tumbling, and games; interrelationships of dance with art, music, drama, science, and other elementary school activities. Prerequisite: Health and Physical Education 162 or 222.

372 *Camp Experience with Physically Handicapped* 3 sem. hrs.

Actual experience as a counselor in a summer camp for physically handicapped children. Conferences and discussions on planning the child's day; general organization of activities, camp equipment, and program. A student may enroll for credit a second time. Prerequisite: Approval of the Director of the Division of Special Education and Head of the Department of Health and Physical Education for men or women.

373 *Workshop in Recreation and Camping* 3 sem. hrs.

Preparation of materials for use in recreation and camping situations; sources for obtaining materials, and information; cooperative work among various departments and organizations. Includes crafts, music, story telling, and dramatics.

383 *Body Mechanics and Corrective Procedures* 2 sem. hrs.

Methods, materials, and activities appropriate for the body mechanics and adapted physical education program in elementary and secondary schools. Prerequisite: Health and Physical Education 282.

384 *Athletic Injuries* 2 sem. hrs.

Designed to familiarize the coach with the symptoms of common athletic injuries, their immediate treatment and care. Prerequisite: Health and Physical Education 182.

385 *Physical Defects—Survey and Rehabilitation* 3 sem. hrs.

Physical defects of handicapped children and procedures used in their rehabilitation. For those preparing to teach special classes of physically-handicapped children. Includes special services, equipment, and procedures used in school programs. Lecture and laboratory. Also offered as Biological Sciences 385. Prerequisite: Health and Physical Education 282.

386 *Physical Education and Recreation for Handicapped Children*

Materials and methods involved in planning recreational programs for handicapped children and adolescents. Designed primarily for teachers of exceptional children and physical education. Prerequisite: 2-3 hours from Health and Physical Education 221, 222, 223, or 321.

HISTORY

TEACHING STAFF

Head of the Department: Roger J. Champagne. Office: Schroeder Hall 340B.

Professors: Helen M. Cavanagh, Alice M. Eikenberry, Helen E. Marshall, Coen G. Pierson, Earl A. Reitan, Theodore Sands, Lucy L. Tasher.

Associate Professors: Roger J. Champagne, Frederick W. Kohlmeier, Mark A. Plummer, Edward L. Schapsmeier.

Assistant Professors: Frances M. Alexander, Warren Blackstone, Ira Cohen, Donald E. Davis, Charles E. Gray, Russell K. Grigory, Richard P. Kressel, Leon Levine, Cyriac K. Pullapilly, Jo Ann Rayfield, Thalia J. Tarrant.

Instructors: Joseph Chepaitis, John R. McCarthy.

GENERAL EDUCATION COURSES

To meet requirements for group II, students may choose from the following courses in History: 123, 124, 128, 135, 136. For group V all undergraduate courses in History except the following may be used: 237, 292, 295.

MAJOR IN HISTORY

Courses in History must total 30 semester hours. At least 8 semester hours in U.S. History and 8 semester hours in World History are required. The following specific courses are required: 123, 124 or 128, 135, 136. In addition, 6 semester hours each in Economics, Political Science, and Sociology-Anthropology are required.

MINOR IN HISTORY

Courses in History must total 24 semester hours. At least 8 semester hours in U.S. History and 8 semester hours in World History are required. The following specific courses are required: 123, 124 or 128, 135, 136.

The major and minor are the same for a teaching degree as for a degree in arts and sciences.

123 *History of Civilization and Culture* 3 sem. hrs.

Primitive man; the ancient cultures; the civilizations of Greece and Rome; the Middle Ages. Constant attention to the evolution of institutions, arts, and processes.

124 *History of Civilization and Culture* 3 sem. hrs.

Continuation of History 123. Emphasizes the transition to the modern world, and attempts to estimate the nature and development of modern civilization. Students who have had History 128 may not take this course for credit.

128 *Modern World Civilizations, 1200 to Present* 4 sem. hrs.

To give an understanding of the forces and events of the leading historical movements from medieval times to the present. Designed for students who do not have a major field in Social Sciences. Students who have had History 124 may not take this course for credit.

135 *History of the United States* 3 sem. hrs.

Colonial and national periods to 1865. Emphasis upon the economic development of the colonies, the struggle for independence, the social and cultural development of European stock in this country, the formation of a national government, territorial expansion, sectionalism, and the issues resulting in the Civil War.

136 *History of the United States* 3 sem. hrs.

Continuation of History 135 to the present time. Agrarian and industrial revolutions, development of American institutions, and America as a world power.

220 *Ancient History: Greece* 3 sem. hrs.

Political and cultural evolution of the Greek World from preclassical times to the Hellenistic Age.

221 *Ancient History: Rome* 3 sem. hrs.

The Roman republic and empire with emphasis on the constitutional evolution of Rome.

222 *History of Russia I* 3 sem. hrs.

Russian history from Kiev to the accession of Alexander I, the political, social, economic and intellectual developments.

223 *History of Russia II* 3 sem. hrs.

Russian history from 1801 to the present. Russia in Europe and the Far East, political, social, economic and intellectual developments, the Russian Revolution, Russia in the twentieth century.

224 *Renaissance, Europe 1300-1500* 2 sem. hrs.

The transition from medieval to early modern Europe: social, economic, and political developments; the decline of the Church; Renaissance in Italy and its spread to northern Europe, the age of discovery and exploration. Not open to students who have taken Social Sciences 225, Renaissance and Reformation. Prerequisite: History 123 or 124 or 128.

225 *Reformation, Europe 1500-1600* 2 sem. hrs.

The conflict of secular and religious forces in early modern Europe: popular piety and Christian humanism; the Protestant and Catholic Reformations; persecution, toleration and the wars of religion; thought and literature of the sixteenth century. Not open to students who have taken Social Sciences 225, Renaissance and Reformation. Prerequisite: History 123 or 124 or 128.

226 *Absolutism and Enlightenment, Europe 1600-1789* 2 sem. hrs.

Political and intellectual history of Europe in the seventeenth and eighteenth centuries; emphasis upon absolutism in France, constitutional conflict in England, colonial expansion, philosophy, science, and religion. Prerequisite: History 123 or 124 or 128.

227 *French Revolution, 1789-1815* 2 sem. hrs.

Society, culture, and government under the monarchy; destruction of the old order—hierarchical, hereditary, monarchical, and absolutist; rise and fall of Napoleonic France; struggle for world power between France and Great Britain. Prerequisite: History 124 or 128.

228 *English History I* 3 sem. hrs.

Survey of English history from the medieval period to 1688, with emphasis upon the Tudor and Stuart periods. Prerequisite: History 123 or 124 or 128.

229 *English History II* 3 sem. hrs.

Survey of English history from 1688 to the present, with emphasis upon political, constitutional, and imperial developments. Prerequisite: History 123 or 124 or 128.

230 *American Urban History* 3 sem. hrs.

Survey of the history of the American city from 1820 to the present.

231 *Colonial Life and Institutions* 3 sem. hrs.

Transfer of European ideas, institutions, and customs to America, and their subsequent development on American soil. Prerequisite: History 135.

232 *History of the American Frontier* 3 sem. hrs.

Westward movement and the influence of the frontier on American life and institutions. Prerequisite: History 135.

233 *Expansion and Union* 2 sem. hrs.

Life, leaders, and institutions in the middle period of American history. Emphasis upon sectionalism, nationalism, compromise and reaction, party evolution, economic development, and social antagonisms which culminated in the settlements arising out of the Civil War. Prerequisite: History 135.

234 *Building the Nation* 2 sem. hrs.

Emergence of the independent United States. Emphasis upon the work of the Constitutional Convention and the establishment of a national government, shaped politically, economically, and socially by the principles and influence of early federalism and of Jeffersonian democracy. Prerequisite: History 135.

235 *History of the South* 3 sem. hrs.

Characteristics and institutions which identify the South as a section, the collapse of the Confederacy and the building of the new South. Prerequisite: History 135.

236 *American Industrial History* 3 sem. hrs.

Industrialization of America; the problems of agriculture, monopoly, and labor; the role of government in regulating and guiding economic activity. Prerequisite: History 135 or 136.

237 *History of Illinois* 2 sem. hrs.

A survey of the history of Illinois with emphasis upon the changes that have come with the growth of industrialization and urbanization.

238 *Old Northwest, 1840-1880* 2 sem. hrs.

States of the Northwest Territory and their neighbors from the Jacksonian Period to the Gilded Age. The people of the region, their attitudes toward national affairs, and their significant contributions to the building of the nation. Attention directed toward problems of modern America. Prerequisite: History 135.

239 *United States as a World Power* 2 sem. hrs.

Emergence of the United States as a great power in world affairs. Problems of isolation, neutrality, relations with the League of Nations, and the peace treaties following World Wars I and II. Emphasis upon world affairs with attention directed toward the participation and leadership of the United States after World War II. Prerequisite: History 136.

243 *History of the Far East* 3 sem. hrs.

Peoples and problems of the Orient with reference to their internal development and the part they play in world politics. Prerequisite: History 123 or 124 or 128.

245 *History of the Western Hemisphere* 3 sem. hrs.

For those who wish to enrich their knowledge of the history of the Western Hemisphere, with orientation toward Latin America and Canada. The purpose is to gain an appreciation of the life and cultures of the national groups and to understand the part they play in world affairs. Prerequisite: History 123 or 124 or 128.

292 *American Life and Institutions* 3 sem. hrs.

History of the United States from 1865 to the present time. Unit organization, based on life, cultures and special problems of modern America. An evaluation of elementary texts and illustrative materials. For elementary teachers.

295 *Representative Historical Personages* 3 sem. hrs.

Personalities selected from the wide scope of history. Emphasis on period placement, character building, and lasting influence of the historical characters. For the elementary curriculum—primarily for the middle grades. Prerequisite: History 135 or 136 and one of History 123, 124, or 128.

299 *Independent Honor Study* 1-6 sem. hrs.

Intensive work in a special area of the student's major or minor. Each individual project is to culminate in a comprehensive written report and/or examination. Open only to resident students who have achieved superior academic records and who have demonstrated ability to profit from independent study. A maximum of six hours of credit in independent study may be applied toward graduation. Prerequisite: Permission of the instructor, the Head of the Department, and the Dean of the Faculty.

321 *History of the Middle East I* 3 sem. hrs.

A political, cultural, social and economic survey of the Middle East from Muhammed to the Ottoman Empire, with emphasis on the origins, development and achievements of the Islamic Age. Prerequisite: History 123 and either 124 or 128.

322 *History of the Middle East II* 3 sem. hrs.

A political, cultural, social and economic survey of the Middle East from the Ottoman Empire to the present, with emphasis on the decay of Islamic civilization and the rise of nationalism in the Modern Middle East. Prerequisite: History 123 and either 124 or 128.

323 *Economic and Social History of the Middle Ages* 3 sem. hrs.

Medieval agriculture, trade, industry and towns.

324 *Selected Studies in European History* 3 sem. hrs.

The field of study will vary every semester according to the interests and needs of students and the availability of instructors. Provided different material is covered, the course may be taken for credit more than once.

328 *Europe in the Nineteenth Century: 1815-1914* 3 sem. hrs.

Liberalism, nationalism, democracy, militarism, imperialism, and the forces that led to World War I.

329 *Contemporary World History* 3 sem. hrs.

An investigation of the forces of change in the contemporary world. The causes and nature of W.W. I, W.W. II, and the Cold War; Communism, Fascism; impact of industrialization, science, and liberalism; emergence of new nations in Asia and Africa.

331 *Lincoln: the Man and His Times* 2 sem. hrs.

Emphasis on the use of biography and collections of Lincoln materials, both private and public. Attention directed especially toward the work of Lincoln in Illinois, his leadership during the Civil War, and his relationships with men and events of his time.

332 *History of American Diplomacy* 2 sem. hrs.

The history of the diplomatic activities of American government. A presentation and interpretation of official papers and documents as well as personalities in American diplomacy.

333 *History of the Mississippi Valley* 3 sem. hrs.

Study in regionalism. Emphasis on the frontier, population movements, natural resources, and unique economic, political, and social development.

337 *The United States and the Twentieth Century* 2 sem. hrs.

Social, intellectual, political, and economic history of the age of giant industry and international finance, progressive reform and conservative reactions, depression and social experiment, world conflict and the assumption of international responsibilities.

338 *Selected Studies in American History* 3 sem. hrs.

The field of study will vary each semester according to the interests and needs of the students and the availability of instructors. Provided different material is covered, the course may be taken more than once.

346 *Selected Studies in the History of Asia* 2 sem. hrs.

The field of study will vary each semester according to the interests and needs of the students and the availability of instructors. Provided different material is covered, the course may be taken for credit more than once.

HOME ECONOMICS

TEACHING STAFF

Head of the Department: Florence P. Davis. Office: Turner Hall 134.

Professors: Florence P. Davis, Blossom Johnson.

Associate Professors: Jeannie H. James, Jacqueline Q. Karch.

Assistant Professors: Margaret K. Bradford, Alma B. Bremer, Mary L. Lamb, Hattie C. Lundgren, Betty A. Sawyers.

Instructors: Elsie L. Bryan, Anna L. Curtis, Lois R. Jett.

Home Economics 110 is not required of students who enter the department after the first semester of the freshman year.

GENERAL EDUCATION COURSE

To meet requirements for Group V, students may choose Home Economics 132.

TEACHING FIELDS

MAJOR IN HOME ECONOMICS

Courses in Home Economics must total 44 semester hours. The following specific courses are required: 106; 110; 111; 113; 120; 121 and/or 122; 123; 124; 130; 131; 132; 212; 236; 238; 240; 244; Art 111.

COMPREHENSIVE MAJOR IN HOME ECONOMICS

Courses in Home Economics (or related fields, as shown below) must total 56 semester hours. The following specific courses are required: 106; 110; 111; 113; 120; 121 and/or 122; 123; 124; 130; 131; 132; 211; 212; 231; 235; 236; 238; 240; 244; 250; Art 111. The following courses may be used toward the 56 semester hours required: Art 109, 116, 126, 140, 211; Industrial Arts 122; Social Sciences 261, 262.

MINOR IN HOME ECONOMICS

This field emphasizes the area of family-life education. Courses in Home Economics must total 24 semester hours. The following specific courses are required: 106, 111 or 113, 120, 121 or 122, 130, 131, 234, 238.

COMPREHENSIVE MAJOR FOR ARTS AND SCIENCES DEGREE

Courses in Home Economics must total 52 semester hours. The following specific courses are required: 106, 110, 111, 113, 120, 121, 122, 123, 124, 130, 131, 132, 211, 212, 231, 235, 238, 240, 250.

COURSES IN HOME ECONOMICS

106 *Nutrition* 2 sem. hrs.

Survey of the nutritional needs of the college student and his family. Includes knowledge of composition of foods to insure wise consumer buying. Parallels or precedes Home Economics 111. Special section, with laboratory, for students in Special Education; emphasis on nutrition in the school lunch program with units suitable at each grade level.

110 *Introduction to Home Economics* 1 sem. hr.

Survey of the field of home economics to present a working philosophy for the prospective teacher and to enrich the personal and social life of the freshman student.

111 *Meal Planning* 3 sem. hrs.

Selection, preparation, and service of breakfasts, luncheons, and teas for the family. Includes preservation of foods. Planned for students with little or no previous high school training in meal preparation. Parallels or follows Home Economics 106.

113 *Meal Planning* 3 sem. hrs.

Selection, preparation, and service of dinners for the family; includes nutritive needs, consumer buying, and meal management. Prerequisite: For first and comprehensive field, Home Economics 111.

120 *Introduction to Textiles* 2 sem. hrs.

Emphasizes the consumer approach to the intelligent judgment of textile products for the home and for the wardrobe; how the current market situation affects values; also the importance of finishes, standardization, and labels.

121 *Beginning Clothing* 3 sem. hrs.

Basic fundamentals of the selection of fabrics and patterns; the interpretation and use of commercial patterns; the basic principles of construction and fitting; work with easy-to-handle textures. For those who have had very little or no experience.

122 *Clothing* 3 sem. hrs.

For students with some clothing experience. More difficult patterns, fabrics, and construction techniques than used in Clothing 121.

123 *Costume Design* 2 sem. hrs.

Essentials of design applied to dress. Discriminating judgment in selection of appropriate clothes for wardrobe needs of the individual.

124 *Clothing* 3 sem. hrs.

Advanced pattern study and experience working with a variety of fabrics and fitting problems. Prerequisite: Home Economics 122.

130 *The Child* 3 sem. hrs.

Prenatal care; the physical, mental, emotional, and social behavior of young children in the home and other situations involving children.

131 *Marriage and the Family* 3 sem. hrs.

Marriage and the family with emphasis on mate selection, preparation for marriage, legal aspects of marriage, and present day family life. Emphasis on the home as it affects the development of the family and its individual members.

132 *Home Management in Contemporary Living* 3 sem. hrs.

Principles of management in the home; management of money, time, and energy in relation to family living.

211 *Nutrition and Dietetics* 2 sem. hrs.

Principles of nutrition applied to the family. Practice in planning, adjusting and preparing dietaries for specific needs of individuals. Prerequisite: Home Economics 106.

212 *Family Health and Home Nursing* 2 sem. hrs.

Application of the scientific principles of nutrition to the needs of the child at different ages. Includes a unit in home nursing. Prerequisite: Home Economics 106.

221 *Tailoring* 3 sem. hrs.

Suit and coat making, fully lined, using recognized tailoring techniques; emphasizes the complete costume and comparative ready made products. Prerequisite: Home Economics 124.

231 *Family Relationships* 2 sem. hrs.

Factors that promote satisfaction in democratic family living and the interrelationships of the family and the community. Includes the teaching of Family Relationships in secondary schools.

234 *Home Management Experiences* 3 sem. hrs.

Residence in the home management houses for the purpose of instruction in all phases of home-making responsibilities such as preparation, planning, and service of meals; housekeeping duties; other social and managerial problems which may be related to the home. Required of Home Economics minors and open also to non-home economics students, whose requests to enter the course must be made to the Head of the Department of Home Economics. Prerequisite: Home Economics 111 or 118.

235 *Consumer Economics* 2 sem. hrs.

Problems of the consumer in buying goods and services to satisfy needs and wants; methods of improving consumer buying.

236 *Home Management House* 3 sem. hrs.

Principles underlying management of a home are put into practice during nine weeks residence in the home management house. There is direct experience in management and sharing in the various activities involved in the group living of the student in residence. Prerequisite: Home Economics 111, 118, 131 and 132.

237 *Slip Covers and Draperies* 2 sem. hrs.

Experience in the application of art principles to interior decoration through the selection and construction of draperies and slip covers. Students furnish their own projects. Prerequisite: Some sewing experience.

238 *Housing and Home Furnishing* 3 sem. hrs.

Significance of community planning; recognition of issues considered in determining housing for the American family; room relationship, financing, modern methods and materials. The home environment and its part in developing a satisfactory home with reference to efficiency, beauty, comfort, and economy.

240 *Household Equipment* 2 sem. hrs.

Principles which should guide in the selection, operation, care, and convenient arrangement of equipment in the home.

**244 *Philosophy and Organization of Vocational Home Economics*
3 sem. hrs.**

Growth and development of the home economics movement and the philosophy and organization of vocational programs. Includes observation and participation in typical high school home economics classes.

245 *Home Economics Adult Education* 2 sem. hrs.

Current trends in adult education for homemakers. Organization and methods used in adult programs are studied, observed, and evaluated. Practical experience in planning and teaching of adults.

250 *Child Development and Guidance* 2 sem. hrs.

Significant areas of research as it contributes to the understanding and guidance of child behavior.

299 *Independent Honor Study* 1-6 sem. hrs.

Intensive work in a special area of the student's major or minor. Each individual project is to culminate in a comprehensive written report and/or examination. Open only to resident students who have achieved superior academic records and who have demonstrated ability to profit from independent study. A maximum of six hours of credit in independent study may be applied toward graduation. Prerequisite: Permission of the instructor, the Head of the Department, and Dean of the Faculty.

301 *Evaluation in Home Economics* 2 sem. hrs.

Examination of various concepts of evaluation and basic principles involved. Study of methods and techniques. Opportunity to work on individual problems.

304 *Curriculum Development in Home Economics* 3 sem. hrs.

Principles of curriculum development as applied to Home Economics. Attention given to organization, methods, materials, and evaluation in relation to type of program and age level. Opportunity to work on individual or group problems.

313 *Food Customs Around the World* 2 sem. hrs.

An appreciation course considering the food customs of other nations and how they have influenced American meal patterns. Includes laboratory preparation.

316 *Food Investigations* 3 sem. hrs.

Opportunity is given the student to do preliminary research into various cookery problems according to needs and interests. Evaluation of present accepted methods is challenged and revised. Prerequisite: Home Economics 111 or 113.

320 *Demonstration Cookery* 2 sem. hrs.

Development of desirable techniques and standards for the use of the demonstration method of presentation of food preparation. Critical evaluation of individual and team demonstrations suitable for use in teaching, club work and adult education classes. Prerequisite: Home Economics 113.

322 *Problems in Clothing* 3 sem. hrs.

Economics of clothing; children's clothing. Advanced construction experiences including pattern making or draping. Prerequisite: Home Economics 124.

323 *Advanced Textiles* 2 sem. hrs.

Survey of recent developments in the textile field, particularly the man-made fibers and their products. Attention given to the textile market situation's significance to the consumers. Prerequisite: Home Economics 120.

324 *Advanced Costume Design and Draping* 3 sem. hrs.

Theory of design development through draping technique and application to varied figure forms. Prerequisites: Home Economics 123 and 124.

INDUSTRIAL ARTS

TEACHING STAFF

Head of the Department: Charles B. Porter. Office: Turner Hall 138.

Professors: William D. Ashbrook, Roger D. Blomgren, John L. Johnston, Charles B. Porter.

Associate Professors: Claude A. Bell, Frederick D. Kagy, Joe E. Talkington.

Assistant Professors: Leven M. Dowdall, John E. Hawse, Max L. Honn, Francis C. Kenel, Willard J. McCarthy, W. Perry Young, Warren P. Quensel, William V. White, Emory E. Wiseman.

Instructors: Edward T. Anderson, C. Edward Francis, Alonzo E. Hannaford, Roger E. Herberts, Kenard McPherson, Joseph E. Metcalf, Paul Paulson, Charles Pendleton.

GENERAL EDUCATION COURSE

To meet requirements for group V, students may choose Industrial Arts 127.

TEACHING FIELDS

MAJOR IN INDUSTRIAL ARTS

Courses in Industrial Arts must total 37 semester hours. The following specific courses are required: 108, 111, 121, 132, 141, 151, 161, 201, 305, Mathematics 107 or 1½ years of high school algebra, Mathematics 108 or ½ year of high school trigonometry. At least 8 semester hours must be completed in one of the following areas: drawing, electricity, graphic arts, metals, woods, power mechanics.

COMPREHENSIVE MAJOR IN INDUSTRIAL ARTS

Courses in Industrial Arts must total 60 semester hours. The following specific courses are required: 108, 111, 113, 121, 127, 132, 141, 151, 161, 171, 201, 305, Mathematics 107 or 1½ years of high school algebra, Mathematics 108 or ½ year of high school trigonometry, Chemistry 110 or one year of high school chemistry, Fundamentals of Physics 156 or one year of high school physics. Related courses in other departments, approved by the Head of the Department of Industrial Arts, may be included in the 60 semester hours.

At least 8 semester hours must be completed in each of two of the following areas: drawing, electricity, graphic arts, metals, woods, power mechanics.

MINOR IN INDUSTRIAL ARTS

Courses in Industrial Arts must total 24 semester hours. The following specific courses are required: 111, 121, 132, 141, 151, 161, 200, Mathematics 107 or $1\frac{1}{2}$ years of high school algebra, Mathematics 108 or $\frac{1}{2}$ year of high school trigonometry. At least 8 semester hours must be completed in one of the following areas: drawing, electricity, graphic arts, metals, woods, power mechanics.

MINOR IN SAFETY AND DRIVER EDUCATION

Courses in Industrial Arts and specified related fields must total 20 semester hours. The following specific courses are required: Industrial Arts 171, 272, 373, 374; 375 and/or 376; electives to be chosen from Health and Physical Education 180, Psychology 232, Social Sciences 252.

MAJOR, COMPREHENSIVE MAJOR, AND MINOR FOR ARTS AND SCIENCES DEGREE

MAJOR IN INDUSTRIAL ARTS

Courses in Industrial Arts must total 37 semester hours. The following specific courses are required: 111; three courses from 121, 132, 141, 151, 161, 171; Mathematics 107 or $1\frac{1}{2}$ years of high school algebra; Mathematics 108 or $\frac{1}{2}$ year of high school trigonometry; Mathematics 110; Physical Science 112 or 140; Physical Sciences 157 or 170.

COMPREHENSIVE MAJOR IN INDUSTRIAL ARTS

Courses in Industrial Arts must total 60 semester hours. The following specific courses are required: 111, 113; three courses from 121, 132, 141, 151, 161, 171; Mathematics 107 or $1\frac{1}{2}$ years of high school algebra; Mathematics 108 or $\frac{1}{2}$ year of high school trigonometry; Mathematics 110; Physical Sciences 112 or 140; Physical Sciences 157 or 170; Business 252; Business 253.

MINOR IN INDUSTRIAL ARTS

Courses in Industrial Arts must total 24 semester hours. The following specific courses are required: 111; two courses from 121, 132, 141, 151, 161; Mathematics 107 or $1\frac{1}{2}$ years of high school algebra; Mathematics 108 or $\frac{1}{2}$ year of high school trigonometry.

COURSES IN INDUSTRIAL ARTS

Courses in Industrial Arts are considered in areas as follows:

Drawing: 111, 113, 114, 211, 212.

Electricity: 141, 142, 241, 242, 244, 246, 341.

Graphic Arts: 151, 152, 153, 251, 252, 253.

Metals: 132, 133, 231, 232, 233.

Power Mechanics: 161, 162, 163, 261, 262, 263.

Professional Industrial Arts: 108, 200, 201, 300, 301, 302, 303, 305.

Safety and Driver Education: 171, 272, 373, 374, 375, 376, 377.

Woods: 121, 122, 127, 221, 223, 224, 226.

108 *Structural Design* 2 sem. hrs.

Principles of design as applied to creating products for the home or for industry. Actual practice in product design, with emphasis on the form of the product and the material from which it is made.

111 *Technical Drafting* 3 sem. hrs.

Study and practice of the fundamental techniques of the different types of projection and projection instruments used in technical drafting.

113 *Developmental Descriptive Geometry* 3 sem. hrs.

Specialized drafting methods used in sheet metal layout and in the graphical solution of mathematical and structural problems. Prerequisite: Industrial Arts 111.

114 *Technical Drafting* 2 sem. hrs.

Continuation of Technical Drafting 111 extending the students' knowledge and skills in the development of detail, assembly, and special drawing. Prerequisite: Industrial Arts 111.

121 *General Woodwork* 3 sem. hrs.

Fundamental woodworking practices and processes. Emphasis given to analysis and planning of projects and tool maintenance.

122 *Furniture Upholstering and Finishing* 3 sem. hrs.

Fundamental principles and problems of upholstering furniture. These principles are put into practice in the shop laboratory. Methods of finishing and refinishing furniture will be practiced in the laboratory.

127 *Crafts* 2 sem. hrs.

Opportunity for students interested in crafts work to obtain skills and information in the use of hand tools, materials, and processes. Emphasis placed on projects suitable for classroom and recreational activities. Designed to meet the needs of students with no previous school shop experience as well as for students in Industrial Arts.

128 *Industrial Arts for the Elementary Teacher* 3 sem. hrs.

Information and shop practice in the appropriate and safe use of basic tools and materials for elementary school teachers, K-6. Practice in planning and construction of instructional resources. Open to elementary education or special education majors only.

132 *General Metalwork* 3 sem. hrs.

Basic information, processes, and safety in bench metal, sheet metal, foundry casting, oxy-acetylene welding, and electric welding. Individual project design and development is emphasized in each of the areas of work.

133 *Machine Shop Technology I* 3 sem. hrs.

Basic information, processes, and safety in benchwork, forging, heat treatment, and introductory machine shop work. The machine shop work involves the power saw, metal lathe, shaper, milling machine, and surface grinder.

141 *Applied Electricity* 3 sem. hrs.

Basic theory of electricity and magnetism, including shop practice in the design and construction of electrical projects suitable for use on the secondary school level.

142 *Residential Wiring* 3 sem. hrs.

Planning and installing adequate electric power and lighting systems with particular emphasis on National Electric Code safety requirements as they pertain to wiring materials and methods. Laboratory and field practice in wiring installation.

151 *Graphic Arts* 3 sem. hrs.

General survey of the graphic arts industries. Designed for students with teaching fields in art and industrial arts, as well as for experienced teachers in these fields who wish to gain knowledge and skill in certain graphic arts processes. Students who have had Industrial Arts 153 may not take this course for credit.

152 *Graphic Arts* 2 sem. hrs.

Continuation of Industrial Arts 151. Emphasis on refinement of skills with reference to teaching as a unit in a general shop; projects and units suitable for junior and senior high school work, featuring bookbinding, silk screen printing, layout and lock-up, and related information. Prerequisite: Industrial Arts 151.

153 *Typography* 2 sem. hrs.

Introduction to practical printing problems, with laboratory work in the printshop. History, classification, and physical characteristics of type, with emphasis upon newspaper composition. Students who have had Industrial Arts 151 may not take this course for credit.

161 *Power Mechanics* 3 sem. hrs.

Principles, development, transmission, and utilization of mechanical power, including shop practice in dissembling, assembling, and testing of internal combustion engines and fluid power machines.

162 *Introduction to Automobile Mechanics* 3 sem. hrs.

Theory and laboratory practice in maintenance and repair of the major systems of the automobile. Prerequisite: Industrial Arts 161.

163 *Automotive Fundamentals* 2 sem. hrs.

A comprehensive survey of the systems in the automobile. Theory and laboratory experience in diagnosis, maintenance and repair of automobile components with special emphasis on preventative maintenance. A student with a first or second field in Industrial Arts may not take this course for credit.

171 *Principles of Accident Prevention* 3 sem. hrs.

The philosophy, history and development of the accident prevention movement; designed to acquaint students with the underlying factors and theories of accident causation and prevention and the impact of accidents upon the socio-economic well being of the individual, the school, the community, and the nation.

200 *General Shop* 3 sem. hrs.

Practical experience in the basic activities, organization and operation of the industrial arts comprehensive general shop. Prerequisite: Eleven semester hours of industrial arts from three areas.

201 *Problems in Industrial Education* 2 sem. hrs.

Problems that confront the teacher of industrial arts in the organization and management of the school shop. Consideration will be given to types of shops, shop planning, purchasing equipment and supplies, maintenance of tools and equipment, shop organization and management, record systems, safety and accident prevention. Prerequisite: Eleven semester hours of industrial arts.

211 *Architectural Drafting* 3 sem. hrs.

The problematic situations of building, with special emphasis on home planning, construction, and maintenance. The laboratory time is spent in discussion and technological solution of problems. Prerequisite: Industrial Arts 111.

212 *Machine Design* 3 sem. hrs.

General mechanisms, cams, gears, and power transmissions. Theoretical principles are applied in the designing of small machines. Prerequisite: Industrial Arts 114.

221 *Carpentry and Building Construction* 3 sem. hrs.

Fundamental principles of carpentry, layout, forming, and assembly. A short unit in masonry work will be included.

223 Woodworking 3 sem. hrs.

Operation of woodworking machines with emphasis upon their care, function, and maintenance. Safe practice in use is stressed.

224 General Finishing 2 sem. hrs.

Finishes ordinarily used in the industrial arts, together with practical laboratory exercises in applying finishing materials.

226 Cabinet and Furniture Construction 3 sem. hrs.

Production methods and machine efficiency in the set-up and manufacture of multiple parts. Class projects are designed and constructed on the basis of the factory method. Prerequisite: Industrial Arts 121 or 223.

231 Machine Shop Technology II 2 sem. hrs.

Theory, computations, and practice in setting up and operating the following machine tools: lathe, shaper, horizontal and vertical milling machines, surface grinders, cylindrical grinders, and power saw. Includes machining various steels, aluminum, and cast iron, with emphasis on machining threads, tapers, spur gears, and racks. Metal spinning is also included. Prerequisite: Industrial Arts 133.

232 Welding Technology 2 sem. hrs.

Advanced theory and practice in welding. Oxy-acetylene, electric, tungsten inert gas (TIG), metallic inert gas (MIG), and arc welding are included. Emphasis is on welding and brazing steel, cast iron, bronze, aluminum, and several alloys. Prerequisite: Industrial Arts 132.

233 Machine Shop Technology III 3 sem. hrs.

Advanced machine shop technology and practice, including machine design and construction through the use of various steels and castings. Includes set-up computations, project design and development, technical reports, production setups on the turret lathe, and introduction to numerical control machine programming. Prerequisite: Industrial Arts 231.

241 Electric Motors and Appliances 2 sem. hrs.

Types, characteristics, and operation of resistance heating devices; universal, induction, and synchronous single phase and polyphase a.c. motors. Laboratory practice in testing, maintenance, and repair of electric heating appliances and motors. Prerequisite: Industrial Arts 141.

242 Applied Electronics 3 sem. hrs.

Types, characteristics, and operation of electron tubes and semiconductors; basic rectifier, demodulator, amplifier, oscillator, and associated circuits. Laboratory practice in assembly, testing, and repair of electronic devices. Prerequisite: Industrial Arts 141.

244 Semiconductor Electronics 2 sem. hrs.

Construction, operation, and characteristics of selected types of semi-conductor devices and their application in typical electronic systems. Laboratory practice in assembly, testing and analysis of electronic circuits employing semiconductors. Prerequisite: Industrial Arts 141.

246 Industrial Electronics 3 sem. hrs.

Types, operation, and characteristics of selected, special purpose electron tubes and semiconductors, and their associated circuits in non-communication applications. Laboratory practice in assembly, testing and analysis of representative industrial electronic circuits. Prerequisite: Industrial Arts 242 or 244.

251 Printing 3 sem. hrs.

Advanced study of letterpress and offset lithography processes. Special emphasis will be placed on job estimating layout, imposition and lock-up, trade customs, paper and ink manufacture and uses, printing plates, automatic press operation, and photo-lithography plate-making. Prerequisite: Industrial Arts 151 or practical experience in printing.

252 *Printing* 2 sem. hrs.

Linotype operation and maintenance. Practice and theory of the line slug composing machine. Prerequisite: Industrial Arts 251 or practical experience in printing.

253 *Offset Lithography* 3 sem. hrs.

Basic offset lithographic fundamentals leading to advanced information and techniques in photo-offset lithography. Laboratory work includes job planning and layout, composition, process photography, plate making, press work, and bindery operations. Prerequisites: Industrial Arts 151 and 152.

261 *Automotive Power Plants* 3 sem. hrs.

Automobile engines and their applications. Theory and laboratory practice in the function, maintenance, and adjustments of the systems and components of various types of engines designed by the automotive industry. Prerequisite: Industrial Arts 162.

262 *Automotive Electrical Systems* 2 sem. hrs.

Operating principles and applications of the electrical systems of the automobile. Laboratory practice in the testing, disassembly, repair, and adjustment of the systems and their components. Prerequisite: Industrial Arts 162.

263 *Fluid Power Mechanics* 2 sem. hrs.

Operating principles, components, circuitry, application and maintenance of hydraulic and pneumatic systems. Laboratory experiences include circuit design and construction, testing, and adjustment of systems and individual components. Prerequisite: Industrial Arts 161.

272 *Traffic Education I* 3 sem. hrs.

Designed to develop an awareness of the total traffic problems and the role of various factors in traffic accident causation. Major emphasis is given to the driving task and the physical and mental requirements necessary to develop a safe driver. Laboratory experience is devoted to improvement of the students' driving ability and developing an understanding of structuring laboratory lessons. Prerequisite: Industrial Arts 171 or concurrent enrollment.

300 *Contemporary Industrial Education* 2 sem. hrs.

(Formerly 400)

Prominent leaders and analysis of trends in industrial education.

301 *Industrial Arts in the Elementary School* 2 sem. hrs.

(Formerly 410)

Educational principles underlying industrial arts and their application in the elementary activity program.

302 *Evaluation Techniques in Industrial Education* 3 sem. hrs.

Historical background of measurement in industrial education; examination of objectives and methods; evaluation of student abilities and growth; evaluation of housing and equipment.

303 *Principles of General Shop Organization* 2 sem. hrs.

Organizing and teaching procedures in the multiple-activity shop.

304 *Occupational and Job Analysis* 2 sem. hrs. (Formerly 401)

Techniques and procedures of analyzing industrial occupations and jobs into their basic elements for instructional purposes.

305 *Improvement of Instruction in Industrial Education* 3 sem. hrs.

Objectives, content, and techniques for improving the teaching of industrial arts.

341 *Television Circuits* 3 sem. hrs.

Technical aspects of television systems. Laboratory practice in circuit analysis, testing, and repair of television receivers. Prerequisite: Industrial Arts 242.

373 *Advanced Traffic Education* 3 sem. hrs.

Objective and scope of driver education in the total high school curriculum and the need to relate driver education to a comprehensive community endeavor. Administrative policies and practices and selection, organization, and program evaluation. Laboratory practices include experience in programing and operating a multiple car off-street program. Prerequisite: Industrial Arts 272.

374 *Methods and Materials of Teaching Traffic Education* 3 sem. hrs.

Materials and measures appropriate for driver education. Development of teaching units, student evaluation procedures peculiar to driver education. Laboratory experience includes programing and teaching beginning drivers in traffic simulators, behind-the-wheel on the street and in the classroom. Prerequisite: Industrial Arts 375 or 377, or consent of instructor.

375 *Traffic Enforcement* 2 sem. hrs.

An intensive survey of the courts, the Division of Motor Vehicle Administration and Enforcement, dealing with the organization and administration of these divisions and specialized areas of accident investigation, court functions and procedures, qualifications and standards for court personnel, driver licensing, safety and financial responsibility laws, and driver improvement. Prerequisite: Industrial Arts 272 or concurrent enrollment.

376 *Problems and Research in Driver Education* 3 sem. hrs.

Overview of problems confronting workers in this field and major research findings applicable to this area. Emphasis given to gaining a better understanding of research data. Planning for greater utilization of research findings in both school and community traffic safety endeavors. Prerequisite: Industrial Arts 378 or concurrent enrollment.

377 *Traffic Engineering* 2 sem. hrs.

An investigation of the traffic engineering function relating to the cost of financing road systems. Acquisition of right-of-way, highway geometric design, collection, analysis, and interpretation of accident records and other data needed to bring about the modification of existing physical features necessary to reduce accidents, to alleviate congestion within an area, and to plan for future needs within a community. Prerequisite: Industrial Arts 272 or concurrent enrollment.

ITALIAN

(See Foreign Languages)

LATIN

(See Foreign Languages)

LIBRARY SCIENCE

TEACHING STAFF

Director of Libraries: Joe W. Kraus. Office: Milner Library 309.

Professor: Joe W. Kraus.

Associate Professor: William C. Prigge.

Assistant Professors: Laura L. Addison, Hazelle M. Anderson, Lucile Z. Crosby, William W. Easton, Dorothy S. Fagerburg, Beryl T. Galaway, Glenn S. Gritzmacher, Clara L. Guthrie, Roberta Harrison, Eugene A. Holtman,

Bryant H. Jackson, Ila Karr, Margaret Lawrence, Winifred S. Metzler, Joe B. Mitchell, Jean E. Nelson, Mary A. Richmond, Eunice H. Speer, Francis M. Wade, Ruth Zimmerman.

Instructors: Julia J. Bewsey, Doris F. Brainard, Phyllis S. Morales, Jess S. Mullen, Ronald D. Reed, Ellen M. Schneider, Patsy M. Walters.

The School Library Service program is planned for (1) students who wish to prepare for positions as school librarians in Illinois elementary schools, secondary schools, or in community unit districts, (2) teachers who wish to be fully acquainted with books and materials for children and young people, and (3) school administrators who wish to explore the place of books and libraries in the school's instructional program.

Students who wish to qualify as elementary school librarians should take 115, 170, 202, 210, 212, and 272, and have student teaching in an acceptable school library. Library Science 120, 240, 242, and 271 are highly recommended.

Students preparing for the field of community unit-district librarian should take 115, 120, 170, 202, 203 or 204, 210, 212, and have student teaching in an acceptable school library. Library Science 240 is strongly recommended.

Students who are preparing for a junior high school library position should take 115, 120, 170, 202, 204, 210, 212, 272, and have student teaching in an acceptable school library. Library Science 240 is strongly recommended.

TEACHING FIELDS

MAJOR IN LIBRARY SCIENCE

Courses in Library Science must total 33 semester hours. The following specific courses in Library Science are required: 115, 120, 170, 201, 203, 204, 210, 212, 215, 240, 365. Education 399, Student Teaching, must be done in an acceptable school library.

MINOR IN LIBRARY SCIENCE

Courses in Library Science must total 19 semester hours. The following specific courses in Library Science are required: 115, 210, 212, 240, and any two of the following: 202, 203, and 204. Education 399, Student Teaching, must be done in an acceptable school library. Sociology 261 is strongly recommended.

COURSES IN LIBRARY SCIENCE

Courses in Library Science may be used as electives in education.

115 *Instructional Materials (IM) Reference Functions I* 3 sem. hrs.
(Formerly 112)

Basic reference sources for the small library with collections of printed and non-printed material.
Criteria for evaluating them and experience in using them.

120 *Human Records and Libraries* 3 sem. hrs. (Formerly 254)

Human communication from the earliest picture records through the development of the alphabet, the invention of printing and the advent of modern mass media; libraries and their growth in relation to these developments and to society.

170 *Literature for the Elementary School* 3 sem. hrs.

Prose and verse for kindergarten and the eight grades. Selections from folk and modern literature, both fanciful and realistic, with emphasis upon well-known materials. This course is also offered as English 170.

201 *IM Reference Functions II* 3 sem. hrs.

Subject reference sources. Based on a knowledge of basic reference sources. Evaluation and use of references for all subject areas and basic and current aids for selecting reference works. Prerequisite: Library 115.

202 *Library Materials for Children* 3 sem. hrs. (Formerly 216)

The evaluation and selection of book and non-book materials for the elementary school library; their use in the classroom to improve instruction in the various subject areas and to meet individual needs.

203 *Library Materials for Youth I* 3 sem. hrs. (Formerly 213)

Selection, evaluation, and use of library materials for the secondary school curriculum, with special emphasis on applications in the areas of social studies, fine arts, foreign languages, and English. Students may take Library 203 and 204 independently of each other. Special problems will be assigned to avoid repetition of general topics.

204 *Library Materials for Youth II* 3 sem. hrs. (Formerly 214)

The theory of selection, evaluation, and use of library materials for the secondary school curriculum, with special emphasis on applications in the areas of science and technology, health and physical education, and practical arts. Students may take Library 203 and 204 independently of each other. Special problems will be assigned to avoid repetition of general topics.

210 *Organization of Library Materials* 4 sem. hrs. (Formerly 252)

Principles of cataloging and classification, with emphasis on the organization of book and non-book materials for school libraries. Lecture and laboratory.

**212 *Administration of the Library Materials Center* 3 sem. hrs.
(Formerly 253)**

Planning, organizing, administering, staffing, housing, and publicizing the library materials center for an effective program of service. Standards for library programs and their impact on library development.

215 *Trends in Librarianship* 2 sem. hrs.

A survey of basic concepts of librarianship. Significant developments in libraries and librarianship as these relate to school and community patterns and programs. Opportunities to observe libraries in action.

240 *Utilization of Audiovisual Materials* 3 sem. hrs.

Theory, materials, and methodology of audiovisual instruction. General practices in the areas of selection and utilization of the major types of audiovisual materials, ways of using projected and non-projected visual materials and audio materials. Laboratory work includes experiences in equipment operation, previewing a variety of audiovisual materials and some techniques for creating teacher-made audiovisual materials. Prerequisite: Psychology 115 or Education 102. This course is also offered as Education 240.

242 *Experiencing Books Through Speech Activities* 3 sem. hrs.

Book-inspired activities for pupils in the elementary school designed to develop appreciation of literature through creative dramatics, story telling, choral reading, discussion, reporting, and reading aloud, with emphasis on observation and participation. Prerequisite: Speech 110 and English or Library 271 or 272. This course is also offered as Speech 242.

271 Literature for Lower Grades 3 sem. hrs.

Traditional fairy and folk tales, myths, legends, fables, and modern fanciful and realistic stories for kindergarten-primary grades. Also offered as English 271. Does not repeat materials of Library 170.

272 Literature for Upper Grades 3 sem. hrs.

Literature especially selected for middle and upper grades. Also offered as English 272. Does not repeat materials of Library 170.

365 Production of Instructional Materials 3 sem. hrs.

Production of a variety of projected and non-projected visual materials for classroom use. Planning, evaluating, and organizing audiovisual presentations. Fundamental skills of preservation, compilation, adaptation, lettering, enlargement, reduction, duplication and production of audio materials will be demonstrated and laboratory practice will be provided. Prerequisite: Education 240 or Library 240. This course is also offered as Education 365.

MATHEMATICS

TEACHING STAFF

Head of the Department: Clyde T. McCormick. Office: Schroeder Hall 104.

Professors: Douglas R. Bey, Francis R. Brown, Clyde T. McCormick.

Associate Professors: Leonard F. Bruening, Richard D. Crumley, Orlyn P. Edge, Robert G. Hathway, Troy L. Hicks, Charles E. Morris, Jr.

Assistant Professors: Wilson P. Banks, Adrian Baucom, Hermann W. Boeckmann, Lynn H. Brown, Conrad E. Carroll, James R. Downing, Albert H. Eckert, Hal M. Gilmore, Eugene S. Jacobs, Kenneth A. Retzer.

Instructors: Carole Ann Endsley, John H. Esbin, Marian E. Kron, Thomas W. Lorig, Leonard Darrell Myers, Thomas W. Shilgalis, Charles David Smith.

Distinguished Professor of Higher Education: Arthur H. Larsen.

GENERAL EDUCATION COURSES

To meet requirements for group V, students may choose from the following courses in Mathematics: 100, 107, 108, 110.

MAJOR IN MATHEMATICS

Courses in Mathematics must total 32 semester hours. The following specific courses are required: 110; 112; 115; 116; *three* courses chosen from 312, 313, 315, 316, 335, 340, 347, 348, 350, 351; and electives in Mathematics courses numbered 200 or more. With the approval of the Head of the Department of Mathematics, students who are adequately prepared may begin their sequence of Mathematics courses with Mathematics 112 or 115 or 116 or a higher level course. Admission to any of these courses normally requires a sufficiently high score on the mathematics placement test.

COMPREHENSIVE MAJOR IN MATHEMATICS

Courses in Mathematics must total 52 semester hours. The following specific courses are required: 110, 112, 115, 116; *five* courses chosen from 312,

313, 315, 316, 335, 340, 347, 348, 350, 351; and electives in Mathematics courses numbered 200 or more. With the approval of the Head of the Department of Mathematics, students who are adequately prepared may begin their sequence of Mathematics courses with Mathematics 112 or 115 or 116 or a higher level course. Admission to any of these courses normally requires a sufficiently high score on the mathematics placement test.

MINOR IN MATHEMATICS

Courses in Mathematics must total 24 semester hours. The following specific courses are required: 110; 112; 115; 116; *two* courses chosen from 312, 313, 315, 316, 335, 340, 347, 348, 350, 351; and electives in Mathematics courses numbered 200 or more. With the approval of the Head of the Department of Mathematics, students who are adequately prepared may begin their sequence of Mathematics courses with Mathematics 112 or 115 or 116 or a higher level course. Admission to any of these courses normally requires a sufficiently high score on the mathematics placement test.

The major, minor, and comprehensive major are the same for a teaching degree as for a degree in arts and sciences.

COURSES IN MATHEMATICS

100 *Fundamentals of Mathematics* 4 sem. hrs.

Includes such topics as numeration systems, sets, variables, graphing, geometry, approximation, measurement, statistics, and mathematical systems. May not be used to satisfy the requirements for a major, comprehensive major, or minor in mathematics.

101 *Basic Concepts of Elementary Mathematics* 3 sem. hrs.

Properties of natural numbers and their application to the four basic operations on these numbers. The language of set theory and its application to elementary mathematics. Schemes for recording numbers. Properties of rational numbers and applications. May not be used to satisfy the requirements for a major, comprehensive major, or minor in mathematics. Prerequisite: Mathematics 100, or one year of high school algebra and one year of high school geometry, or a satisfactory score on the mathematics section of the American College Test.

107 *Intermediate Algebra* 3 sem. hrs.

This course covers the topics usually taught in advanced algebra or third semester of high school algebra. It is the intermediate course between a one year course in high school algebra and college algebra. May not be used to satisfy the requirements for a major, comprehensive major, or minor in mathematics. Prerequisite: One year of high school algebra and one year of high school geometry.

108 *Trigonometry* 2 sem. hrs.

This course covers the topics usually taught in plane trigonometry. May not be used to satisfy the requirements for a major, comprehensive major, or minor in mathematics. Prerequisite: One and one-half years of high school algebra, or Mathematics 107, or concurrent enrollment in Mathematics 107; one year of high school geometry.

110 *Modern Algebra with Trigonometry* 4 sem. hrs.

This course covers the topics usually taught in college algebra from a modern viewpoint and integrates these topics with trigonometry. Prerequisite: One and one-half years of high school algebra or Mathematics 107; and a course in high school trigonometry or Mathematics 108.

112 *Analytic Geometry* 4 sem. hrs.

Plane analytic geometry with an introduction to solid analytic geometry. Prerequisite: Mathematics 110, or four years of high school mathematics including college algebra and trigonometry and a satisfactory score on a mathematics placement test.

115 *Calculus I* 4 sem. hrs.

Differentiation as usually given in the first semester of calculus and an introduction to integral calculus. Prerequisite: Mathematics 112, or four years of high school mathematics including college algebra, trigonometry, analytic geometry, and a satisfactory score on a mathematics placement test.

116 *Calculus II* 4 sem. hrs.

A continuation of Mathematics 115 with emphasis on integral calculus. Prerequisite: Mathematics 115.

201 *Mathematics for the Elementary School* 2 sem. hrs.

Background for the meaningful teaching of the beginning number concepts, basic facts, and the fundamental processes and their applications in problem solving. Analysis of current innovations and proposals for the elementary curriculum. May not be used to satisfy the requirements for a major, comprehensive major or minor in mathematics. Prerequisite: Mathematics 101.

202 *Mathematics for the Junior High School* 2 sem. hrs.

Specifically designed for those in the Junior High School Curriculum and mathematics resource people for elementary schools. Includes structure of rational numbers and integers, real numbers, geometry and measurement, solution sets for open sentences, ratio and proportion. May not be used to satisfy the requirements for a major, comprehensive major or minor in mathematics. Prerequisite: Mathematics 101.

211 *Elementary Geometry from an Advanced Standpoint* 4 sem. hrs.

Logical structure and content of Euclidean Geometry from the contemporary point of view. Algebraic treatment of inconstructibility problems; Jordan measure; hyperbolic geometry; the postulational method. Prerequisite: Mathematics 112.

212 *Advanced Analytic Geometry* 2 sem. hrs.

Extension of some aspects of Mathematics 112. The various coordinate systems in space; quadric surfaces; transformations; invariance; application of matrix theory in geometry of space; and other related topics. Prerequisite: Mathematics 112.

213 *Non-Euclidean Geometry* 2 sem. hrs.

Introduction to the geometries of Bolyai, Lobatchevsky, and Riemann. Prerequisite: Mathematics 116 or concurrent enrollment.

230 *Mathematics of Finance* 2 sem. hrs.

Application of Mathematics in various fields of finance, with emphasis on problems of investments and insurance. Prerequisite: Mathematics 110, or four years of high school mathematics including college algebra and trigonometry and a satisfactory score on a mathematics placement test.

250 *Statistics* 3 sem. hrs.

A survey of statistical concepts and methods used in a wide class of disciplines. Designed to meet the needs of students majoring in areas other than mathematics. May not be used to satisfy the requirements for a major, comprehensive major, or minor in mathematics. Prerequisite: Mathematics 110, or four years of high school mathematics including college algebra and trigonometry and a satisfactory score on a mathematics placement test.

251 *Introduction to Linear Algebra* 4 sem. hrs.

Vector spaces; Euclidean n -space; determinants; linear transformations and matrices; bilinear and quadratic forms; characteristic values and vector of linear transformations. Prerequisite: Mathematics 115 or concurrent enrollment.

299 *Independent Honor Study* 1-6 sem. hrs.

Intensive work in a special area of the student's major or minor. Each individual project is to culminate in a comprehensive written report and/or examination. Open only to resident students who have achieved superior academic records and who have demonstrated ability to profit from independent study. A maximum of six hours of credit in independent study may be applied toward graduation. Prerequisite: Permission of the instructor, the Head of the Department and the Dean of the Faculty.

301 *Mathematical Topics for Elementary Teachers* 3 sem. hrs.

Significant problems, points of view, and trends in the teaching of arithmetic. Investigation of research related to organization, content, and techniques in this field. May not be used to satisfy the requirements for a major, comprehensive major, minor, or a graduate degree in mathematics. Prerequisite: Mathematics 201 or teaching experience.

302 *Mathematical Topics for Junior High Teachers* 2 sem. hrs.

Significant problems, points of view and trends in the teaching of junior high school mathematics. Discussion of the implication of logic and foundations of mathematics for the teaching of selected topics in junior high school mathematics. May not be used to satisfy the requirements for a major, comprehensive major, minor, or a graduate degree in mathematics. Prerequisite: Mathematics 201 or 202 or teaching experience.

306 *Set Theory* 3 sem. hrs.

Elementary logic; set algebra; relations and functions; axioms for set theory; equivalence; ordinals and cardinals. Prerequisite: Mathematics 116.

308 *Matrix Theory* 2 sem. hrs.

Computational theory of matrices; matrix operations; inversion; solution to linear systems; eigenvalues and eigenvectors. Prerequisite: Mathematics 116.

310 *Number Theory* 3 sem. hrs.

Development of the number system; repeating decimals; congruences; diophantine equations; continued fractions; nonlinear congruences; quadratic residues. Prerequisite: Mathematics 116.

312 *Introduction to Higher Geometry I* 3 sem. hrs.

Foundations of geometry, synthetic projective geometry, and properties of projective spaces. Coordinate systems and postulates of separation. Analytic projective geometry related to synthetic. Affine geometry. Prerequisite: Mathematics 116.

313 *Introduction to Higher Geometry II* 3 sem. hrs.

Euclidean geometry, parallelism, similarity, congruency, directed angles, perpendicularity, the evolution of geometry, constructions, hyperbolic and elliptic geometries. Introduction to topology. Prerequisite: Mathematics 312.

315 *Introduction to Abstract Algebra I* 3 sem. hrs.

Sets and mappings; groups; homomorphisms; quotient groups; the Sylow theorems; rings and ideals; fields; Euclidean rings. Prerequisite: Mathematics 116.

316 *Introduction to Abstract Algebra II* 3 sem. hrs.

Polynomials; vector spaces; extension fields; the beginnings of Galois theory; matrices; the theorems of Wedderburn or Frobenius. Prerequisite: Mathematics 315.

320 *History of Mathematics* 2 sem. hrs.

Development of mathematics in the area of number, form, directness, continuity and application. Some emphasis on recent developments in mathematics. Prerequisite: Mathematics 116.

323 *Mathematics for the Secondary School* 3 sem. hrs.

Current issues in the teaching and learning of mathematics. Problems and points of view in the selection and placement of topics of secondary mathematics. Use of language and symbolism. Analysis of experimental programs, recent trends, and practices in the classroom. Prerequisite: Mathematics 116 or 302.

325 *Finite Mathematical Structures* 2 sem. hrs.

Methods of proof; finite algebra; partition and counting; stochastic processes; matrix algebra; theory of games and linear programming; application to behavioral science problems. Prerequisite: Mathematics 116.

335 *Advanced Calculus* 3 sem. hrs.

Differential calculus of functions of several variables; vector differential calculus; integral calculus of functions of several variables; vector integral calculus; infinite series. Prerequisite: Mathematics 116.

340 *Differential Equations* 3 sem. hrs.

First order ordinary differential equations; linear differential equations; existence theorems and numerical methods of solution. Use of analog computers. Prerequisite: Mathematics 116.

345 *Vector Analysis* 2 sem. hrs.

The dot and cross product; vector differentiation; gradient, divergence, and curl; vector integration; the divergence theorem, Stokes' theorem, and related integral theorems; curvilinear coordinates. Prerequisite: Mathematics 116.

347 *Introduction to Real Analysis I* 3 sem. hrs.

Sequences and series of real numbers; continuity; metric space topology; the Riemann Integral; the fundamental theorems of calculus. Prerequisite: Mathematics 116.

348 *Introduction to Real Analysis II* 3 sem. hrs.

The elementary functions; sequences and series of functions; the Lebesgue Integral; Fourier Series. Prerequisite: Mathematics 347.

349 *Complex Analysis I* 3 sem. hrs.

Fundamentals of analytic function theory; the complex number plane; differentiability and analyticity; Cauchy's theorem and its implications; sequence and series including Taylor series and Laurent series. Prerequisite: Mathematics 347.

350 *Mathematical Statistics I* 3 sem. hrs.

Sample spaces and random variables; frequency functions; linear functions of random variables; nature of statistical functions; moment generating function and application to standard frequency functions. Prerequisite: Mathematics 116.

351 *Mathematical Statistics II* 3 sem. hrs.

Correlation and regression equations; development of Chi-square; student's *t* and *F* distributions; likelihood ratio tests; analysis of variance and nonparametric methods. Prerequisite: Mathematics 350.

365 *Mathematical Logic* 3 sem. hrs.

Propositional calculus; independence; many-valued logics; interpretations; satisfiability and truth; first-order theories; consistency and completeness theorems. Prerequisite: Mathematics 116.

366 *Boolean Algebra and Logical Design* 3 sem. hrs.

Switching Circuits; Boolean Algebra as a model for propositional calculus; use of diagrams as an aid to logical design; logical design of digital computers. Laboratory experience with logical programming. Prerequisite: Mathematics 116. (Laboratory arranged.)

368 *Principles of Digital Computers* 3 sem. hrs.

Fundamental concepts of programming; FORTRAN II language; basic machine language; experience in writing and running programs on a digital computer. Prerequisite: Mathematics 116. (Laboratory arranged.)

370 Numerical Analysis 3 sem. hrs.

Interpolation and approximation; error analysis; integration; techniques for solving differential equations; Newton's method; matrix manipulation. Prerequisite: Mathematics 116, 368 or computer experience.

MICROBIOLOGY

(See Biological Sciences)

MUSIC

TEACHING STAFF

Head of the Department: Howard H. Rye. Office: Centennial Building East 155B.

Professors: Leslie M. Isted, Harlan W. Peithman, Howard H. Rye, Irwin Spector, Lyle M. Young.

Associate Professors: John W. Ferrell, James L. Roderick, Herbert C. Turrentine.

Assistant Professors: Donald J. Armstrong, Gertrude Erbe, Lloyd W. Farlee, George P. Foeller, Perry Hackett, Doris Hardine, Benny B. Kemp, Lowell J. Kuntz, Darryl T. Manning, Herbert C. Sanders, Peter F. Schuetz, Arden L. Vance, Robert R. Whited.

Instructors: Elizabeth M. Calhoun, Dolores Ivanchich, Lawrence W. Kinney, S. Duncan Miller, David H. Moskovitz, Samuel R. Nicholls, Don L. Peterson, Lonnette Prather, Marlene C. Stewart, Jo Ann Turrentine, Dushan Vojnovich, Patricia Whitehart.

GENERAL EDUCATION COURSES

To meet requirements for groups I and V, students may choose from the following courses in Music: 151, 152, 250, 252, 253, 254, 255, 256.

CORE REQUIREMENTS

Students completing a major or comprehensive major in Music take the following courses, considered as basic courses, in addition to other specific courses listed below for the various areas: Theory 101; 102; 103; 104; 105; 106; 201; 202; Music History and Literature 253 and 254.

MAJOR IN CHORAL MUSIC

Courses in Music must total 45 semester hours. The following specific courses are required in addition to the core requirements: 126; 127; six semester hours of Applied Music Voice 137, 237; 167; two semester hours selected from 183, 184, 185, 186, 187; 256; 264; 268; four semester hours selected from 135, 235, 210, 255, 301, 363, 384.

MAJOR IN GENERAL MUSIC

Courses in Music must total 45 semester hours. The following specific courses are required in addition to the core requirements: 126; four semester

hours of 135, 235; two semester hours of 137, 237; 167; 170; one semester hour of 183, 184, 185, 186, 187; 262; 377; six semester hours of 137, 237, 255, 256, 301, 384.

MAJOR IN INSTRUMENTAL MUSIC, Winds

Courses in Music must total 45 semester hours. The following specific courses are required in addition to the core requirements: 111; 115; 117; six semester hours of 131, 231 or six semester hours of 138, 238; 161; 167; two semester hours of 181; 261; 269; three semester hours selected from 135, 235, 209, 255, 256, 301, 361.

MAJOR IN INSTRUMENTAL MUSIC, Strings

Courses in Music must total 45 semester hours. The following specific courses are required in addition to the core requirements: 111; 113; 115; 117; six semester hours of 136, 236; 167; two semester hours of 182; 261; 269; three semester hours of 135, 235, 209, 255, 256, 301, 361.

COMPREHENSIVE MAJOR IN MUSIC

Students completing a Comprehensive Major in Music may elect any MAJOR field in Music combined with 15 semester hours from a different Minor field in Music. Courses in Music must total 60 semester hours. A second field in another department is not required of students with a Comprehensive Major in Music.

MINOR FIELD IN CHORAL MUSIC

Courses in Music must total 24 semester hours. The following specific courses are required: 101; 102; 105; 106; 126; 127; two semester hours of 137, 237; one semester hour of 183, 184, 185, 186, 187; 253 or 254; 264; 268.

MINOR FIELD IN GENERAL MUSIC

Courses in Music must total 24 semester hours. The following specific courses are required: 101; 102; 105; 106; four semester hours of 121, 122, 135, 235; 126; 170; one semester hour of 183, 184, 185, 186, 187; 253 or 254; 262; 268.

MINOR FIELD IN INSTRUMENTAL MUSIC, Winds

Courses in Music must total 24 semester hours. The following specific courses are required: 101; 102; 105; 106; two to six semester hours of 111, 112, 115, 116, 117; one semester hour of 181; 253 or 254; 261; 262; 269.

MINOR FIELD IN INSTRUMENTAL MUSIC, Strings

Courses in Music must total 24 semester hours. The following specific courses are required: 101; 102; 105; 106; two to five semester hours of 111, 112, 113, 114, 115, 116, 117; two semester hours of 136, 236; 253 or 254; 261; 262; 269.

MINOR FIELD IN APPLIED MUSIC (for students with a Major field other than Music)

Courses in Music for students with a Major field other than Music must total 24 semester hours. The following specific courses are required: 101; 102; 105; 106; four semester hours of Applied Music in his principal performing medium; 140; 253 or 254; 262; 265 or approved music elective; 268 or 269.

MINOR FIELD IN APPLIED MUSIC (for students with a Comprehensive field in Music)

Courses in music must total 15 semester hours. In addition to the 45 semester hours required in one of the Major fields in Music, the following specific courses are required: three to seven hours of Applied Music in his principal performing medium; 140; 265 or approved music elective; 268 or 269; 301.

PARTICIPATION IN MUSIC ORGANIZATIONS

Students who choose music as a major or minor are required to participate in various music organizations. Selection of and assignment to the various organizations is determined through consultation with the head of the music department. One-half semester hour each semester in each organization may be earned until a cumulative maximum of six semester hours has been reached. Not more than two semester hours may be earned in one semester. Registration for credit in participation is optional with the student. Students who, upon entering the University, cannot qualify for participation in concert organizations, may participate in laboratory groups. Students wishing to earn credit for participation must register for courses as selected at registration time. Participation courses are numbered 181-187.

MUSIC PLACEMENT TESTS

Students electing music as a major or minor field are required to take a placement test before enrolling in courses in music theory and Applied Music. The test results are used to determine the courses in which the students should enroll.

PIANO PROFICIENCY

Students with a major or comprehensive major in Music are required to attain sufficient skill in playing the piano to pass a proficiency test prior to student teaching. The study of piano may be done in group instruction courses or in applied music.

COURSES IN MUSIC

100 *Music Theory* 2 sem. hrs.

Elements of notation, major keys, melodic, harmonic and natural minor keys, reading in treble and bass clefs, intervals and elementary chord structure. Credit earned in this course may not be counted toward a first or second field in Music.

101 *Music Theory* 2 sem. hrs.

Diatonic harmony including intervals, triads, primary chords, cadence formulas, part-writing procedures, inversion of chords and introduction of non-harmonic tones. Prerequisite: Music 100 or consent of the Head of the Department.

102 *Music Theory* 2 sem. hrs.

Continuation of diatonic harmony with the addition of deceptive cadences, second inversion chords, diatonic seventh chords and diatonic part-writing. Prerequisite: Music 101 or consent of the Head of the Department.

103 *Music Theory* 2 sem. hrs.

Completion of diatonic harmony begun in 101 and introduction to chromatic harmony including borrowed chords and secondary dominant chords. Creative writing in short musical forms. Prerequisite: Music 102 or consent of the Head of the Department.

104 *Music Theory* 2 sem. hrs.

Continuation of chromatic harmony begun in 103 with secondary leading tone triads, seventh chords, Neopolitan sixth chords and augmented sixth chords. Creative writing in short musical forms. Prerequisite: Music 103 or consent of the Head of the Department.

105 *Music Theory* 1 sem. hr.

Development of the art of singing at sight, beginning with simple rhythmic and melodic material becoming progressively more advanced. To be taken concurrently with Theory 101.

106 *Music Theory* 1 sem. hr.

Continuation of Theory 105 with progressively more challenging material and including chromatic embellishments and modulations. To be taken concurrently with Theory 102. Prerequisite: Theory 105, or permission of the instructor.

111 *Group Instruction in Brass* 2 sem. hrs.

Practical instruction in playing all the brass instruments.

112 *Group Instruction in Brass* 1 sem. hr.

Continuation of 111 with concentration on one brass instrument. Not required of students whose principal instrument is a brass instrument.

113 *Group Instruction in Strings* 2 sem. hrs.

Practical instruction in playing the violin, viola, cello and string bass.

114 *Group Instruction in Strings* 1 sem. hr.

Continuation of 113 except that concentration is on one stringed instrument. Not required for students whose principal instrument is a stringed instrument.

115 *Group Instruction in Woodwinds* 2 sem. hrs.

Practical instruction in playing all woodwind instruments.

116 *Group Instruction in Woodwinds* 1 sem. hr.

Continuation of 115 with concentration on one woodwind instrument. Not required of students whose principal instrument is a woodwind instrument.

117 *Group Instruction in Percussion* 1 sem. hr.

Practical instruction in playing and methods of teaching the percussion instruments of the band and orchestra. Students who have had Music 118 may not take this course for credit.

121 *Group Instruction in Piano* 2 sem. hrs.

Practical instruction in playing piano for students who have had no playing experience on piano. Provision for the harmonic background which will enable the student to improvise interesting piano accompaniments to folk melodies and simple songs.

122 *Group Instruction in Piano* 2 sem. hrs.

Practical instruction in playing piano for students who have had playing experience on piano.

126 *Group Instruction in Voice* 2 sem. hrs.

Practical instruction in singing. Prerequisite: Ability to sing simple melodies and a knowledge of the rudiments of music.

127 *Group Instruction in Voice* 2 sem. hrs.

Continuation of Music 126.

131-138 *Applied Music* Each 1-2 sem. hrs.

Brass, 131; organ, 133; percussion, 134; piano, 135; strings, 136; voice, 137; woodwinds, 138. These courses may be repeated for credit.

139 *Ensemble* 1-2 sem. hrs.

Study and performance of chamber music in any suitable combination of instruments or voices.

140 *Accompanying* 2 sem. hrs.

Techniques and skills of accompanying singers and instrumentalists including practical experience gained through providing accompaniments for other students.

151 *Survey of Music Literature* 2 sem. hrs.

Music representative of the various periods and styles. Students who have had the former Music 107 may not take this course for credit.

152 *Literature of Music* 2 sem. hrs.

Orchestral and choral music, symphony, concerto, suite, ballet, and oratorio. Prerequisite: Music 151.

161 *Marching Band Tactics* 2 sem. hrs.

Rudiments of marching band. Students taking this course are required to participate in marching band during the football season.

167 *Conducting* 2 sem. hrs.

Fundamentals of conducting, score reading, rehearsal procedures and development of conducting techniques.

170 *Music Literature for Children* 2 sem. hrs.

Music interests of children in the various grades; music literature that will enable the teacher to develop these interests and promote growth; music suitable for use in the various units in an activities program. Designed especially for teachers, principals, and supervisors in elementary schools.

171 *Music for Elementary Schools* 2 sem. hrs.

Practical course in basic skills, fundamentals, and music for students in the Elementary and Special Education Curricula who have had no keyboard experience in music.

181-187 *Participation* Each ½-6 sem. hrs.

Participation in the major organizations: Concert Band, 181; Concert Orchestra, 182; Women's Chorus, 183; Male Chorus, 184; Men's Glee Club, 185; Treble Choir, 186; Choir, 187.

201 *Theory* 2 sem. hrs.

Completion of the study of chromatic harmony, advanced modulation. Review of all aspects of traditional harmony. Introduction of formal schemes as found in classical literature such as analysis of rondo structure, sonata-allegro and variants, theme and variations. Prerequisite: Theory 104.

202 *Theory* 2 sem. hrs.

Sixteenth and seventeenth century counterpoints, church modes, modal melodies, specie counterpoint in two, three, and four parts. Analysis of representative works by Palestrina, Lassus. Concentration on the study of musical examples and the writing of exercises in this style. Prerequisite: Theory 201.

203 *Theory* 2 sem. hrs.

Projects of stylistic analysis, composition of short pieces in various forms, textures, mediums, as determined by the needs and interests of the students, and the examination of contemporary approaches to traditional harmonic practices. Prerequisite: Theory 202.

209 *Orchestration* 2 sem. hrs.

Scoring for orchestras and bands, involving tonal balance, color, timbre, and technical problems. Scores completed in this class will be performed by campus organizations during the season under the direction of the persons scoring the works.

210 Choral Arranging 2 sem. hrs.

Arranging Music for large and small vocal ensembles with emphasis on the needs of the public school vocal teacher.

231-238 Applied Music Each 1-2 sem. hrs.

Advanced brass, 231; organ, 233; percussion, 234; piano, 235; strings, 236; voice, 237; woodwinds, 238. These courses may be repeated for credit.

239 Ensemble 1-2 sem. hrs.

Study and performance of chamber music in any suitable combination of instruments or voices.

250 The Arts and Modern Man 2 sem. hrs.

Selected works from music, theatre and the visual arts are studied as the aesthetic expressions of the concerns, the values and the aspirations of contemporary man. The significance of all the arts as creative forces in our society are discussed; and the symbol systems of the three arts are explained. Conducted by members of the Departments of Art, Music, and Speech.

252 Literature of Music 2 sem. hrs.

Chamber music—instrumental and vocal literature for solos and small ensembles. Prerequisite: 151.

253 Music History and Literature through the 17th Century 3 sem. hrs.

Development of music from earliest times through the seventeenth century.

254 Music History and Literature from the 18th Century to the Present 3 sem. hrs.

Development of music from Bach to the present, including nationalities, schools and biographies of composers.

255 Music History and Literature, 20th Century 2 sem. hrs.

Detailed study of twentieth-century music—how it has developed and what its trends are. Opportunity will be given to listen to many illustrations of conspicuous styles—nationalism, realism, impressionism, atonality, polytonality, neoclassicism, and jazz. Notice will be taken of the effect of the machine, radio, television, and war upon music. Emphasis upon American contributions.

256 Music History and Literature, 17th and 18th Centuries 2 sem. hrs.

The development of music during the 17th and 18th centuries including nationalities, schools, biographies of composers, style, and form.

261 Current Trends in Instrumental Music 3 sem. hrs.

Administration and supervision of instrumental music in the elementary and secondary schools, methods and materials in current use, and current research that may affect instrumental music teaching.

262 Music Education 3 sem. hrs.

Survey of music in the kindergarten and grades one through six; current practices in teaching music in these grades; materials used for singing, listening, rhythmic activities, creating, and playing; planning of music suitable for the activities program. Students who do not have a teaching field in music may not take this course except by special permission.

264 Music Education 3 sem. hrs.

Survey of music in grades seven through twelve; current practices in teaching music in these grades; materials used for singing, listening, and creative activities; planning of music suitable for the activities program in junior and senior high school. Students who do not have a teaching field in Music may not take this course except by special permission.

265 *Piano Pedagogy and Literature* 2 sem. hrs.

The nature and scope of teaching group and applied piano; supervisory procedures and techniques; philosophies and objectives in the preparation of piano teaching programs; compilation of piano teaching programs; compilation and evaluation of source material in piano literature.

268 *Conducting (Choral)* 2 sem. hrs.

Fundamental principles of baton technique, voice testing and blending, routine of organization and rehearsal of choral groups, and practical experience in conducting. Prerequisite: Choral experience and a knowledge of the rudiments of music.

269 *Conducting (Instrumental)* 2 sem. hrs.

Continuation of the study of baton technique, score reading, and interpretation. Practical experience in conducting instrumental groups.

277 *Music Education in the Elementary Grades* 3 sem. hrs.

Techniques and materials for teaching music in kindergarten and grades one through eight. Designed for classroom teachers and elementary principals. A student may not take this course for credit if he has credit in one of the earlier courses in Music—239, 240, 241, 275, 276.

301 *Form and Analysis in Music* 2 sem. hrs.

Structure of classical music ranging from simpler compositions as found in piano works to more elaborate material as found in major sonatas and symphonies.

305 *Composition* 3 sem. hrs.

Free composition in larger forms with opportunities for performance of original works for voices, instrumental combinations, or full orchestra.

309 *Orchestration* 3 sem. hrs.

Review of instruments: ranges, timbres, technical difficulties, and limitations. Arranging for combinations of instruments, full band and orchestra. Study of problems contained in standard repertory. Special attention to problems of school band and orchestra scoring.

351 *The Opera* 2 sem. hrs.

Historical development of the opera with emphasis on stylistic elements and trends of the various periods. Study of the plots and music through recordings, piano scores, full scores, as well as live performances.

361 *Instrumental Techniques* 3 sem. hrs.

Problems and procedures in developing instrumental classes and organizations.

363 *Choral Techniques* 2 sem. hrs.

Clinical aspects of the chorus rehearsal, contemporary choral practices, repertoire and source material, interpretation and program building. Prerequisite: course in conducting or practical experience.

366 *Tonal Measurement* 3 sem. hrs.

Physical measurement of musical tone in relation to the problems in the classroom, the rehearsal, and the performance.

371 *Music for the Exceptional Child* 3 sem. hrs.

Trends in music education for exceptional children. Techniques and materials for a functional program of singing, playing, listening, and creative activities based upon the needs of the exceptional child.

377 *Music Education in the Elementary Grades* 3 sem. hrs.

An advanced course dealing with the purposes, content, materials and teaching procedures in general music classes in elementary schools and including supervisory practices, in-service workshops and curriculum planning. Designed to meet the needs of music resource persons in elementary education, elementary classroom teachers, music teachers, and music supervisors. Prerequisite: Music 262 or 277.

384 *Opera Production* 3 sem. hrs.

Operas and operettas including the problems of presenting high school and college productions. Members of the class participate in the production of an opera or operetta. Prerequisite: approval of the Head of the Department of Music.

PHYSICAL EDUCATION

(See Health and Physical Education)

PHILOSOPHY

GENERAL EDUCATION COURSES

To meet requirements for group V, students may choose from the following courses in Philosophy: 130, 232, 234, 250, 255.

COURSES IN PHILOSOPHY

130 *Introduction to Philosophy* 3 sem. hrs. (Formerly 230)

Brief treatment of the historical development of philosophy, as well as a brief survey of the more important modern problems, aims, and methods.

232 *Ethics* 3 sem. hrs. (Formerly 252)

Principles underlying human conduct, with application to the life of the individual and to society.

234 *Logic* 3 sem. hrs.

Reasoning in inquiry and persuasion, whether in practical matters or in the organized disciplines. A survey of the place of logic in human affairs; of linguistic analyses relevant to logic; of successful techniques in the deductive and empirical sciences; and briefly, of possibilities of further study of some untreated topics and unresolved issues in logic.

250 *History of Philosophy I* 3 sem. hrs.

History of philosophic thought, ancient and medieval.

255 *History of Philosophy II* 3 sem. hrs.

History of modern philosophies.

PHYSICS

TEACHING STAFF

Head of the Department: Harold J. Born. Office: Science Building 128.

Professors: Harold J. Born, DeVerne H. Dalluge.

Associate Professor: John E. Crew.

Assistant Professors: Robert L. Cramer, Philip P. Edwards, Marvin L. Luther, George P. Warren.

Instructor: Glen E. Greenseth.

GENERAL EDUCATION COURSES

To meet requirements for groups III and V, students may choose from the following courses in Physics: 100, 156, 157, 170, 171, 180, 181.

TEACHING FIELDS

MAJOR IN PHYSICS

Courses in Physics must total 36 semester hours. The following specific courses are required: 180, 181, 280, 282, 283 (2 semester hours), 284, 301. In addition, Chemistry 140 and 141 or 146 and 147 are required.

MINOR IN PHYSICS

Courses in Physics must total 23 semester hours. The following specific courses are required: 180, 181, 284.

COMPREHENSIVE MAJOR IN PHYSICAL SCIENCES

Courses in physics and chemistry must total 53 semester hours. The following specific courses are required:

Physics: 21 semester hours including 170 and 171 or 180 and 181; 283; 284, 301.

Chemistry: 18 semester hours including 140 and 141 or 146 and 147; 231; 240.

The remaining 14 semester hours of credit must be in courses in physics and chemistry numbered 200 or higher.

MINOR IN PHYSICAL SCIENCES

Courses in chemistry and physics must total 25 semester hours. The following specific courses are required: Either Chemistry 140 and 141 or 146 and 147; either Physics 170 and 171 or 180 and 181; Chemistry 240; a course in physics numbered 200 or more.

MINOR IN GENERAL SCIENCE

A student who has a major in Physics may elect this second field by taking the following 27 semester hours: Biological Sciences 121; 190; two courses of 122, 123, 191, 192; Geography 105; 110; 175; Physics 325.

MAJOR, COMPREHENSIVE MAJOR, AND MINOR FOR ARTS AND SCIENCES DEGREES

MAJOR IN PHYSICS

Courses in Physics must total 36 semester hours. The following specific courses are required: 180, 181, 280, 281, 282, 283 (2 semester hours), 284. In addition, chemistry 140 and 141 or 146 and 147 are required.

COMPREHENSIVE MAJOR IN PHYSICAL SCIENCES

Courses in physics and chemistry must total 53 semester hours. The following specific courses are required:

Physics: 18 semester hours including 170 and 171 or 180 and 181; 283; 284.

Chemistry: 18 semester hours including 140 and 141 or 146 and 147; 231; 240.

The remaining 17 semester hours of credit must be in physics and chemistry courses numbered 200 or higher.

MINOR IN PHYSICS

Courses in Physics must total 23 semester hours. The following specific courses are required: 180, 181, 284.

COURSES IN PHYSICS

100 *Introduction to Physical Sciences* 3 sem hrs.

A survey of the physical sciences which includes selected topics from physics and chemistry. The course is designed to contribute to the general education of the beginning student who is not planning to take a first or second field in mathematics, or one of the natural sciences. Students who have had a laboratory course in physics or chemistry may not take this course for credit. (Also offered as Chemistry 100.)

156 *Fundamentals of Physics* 3 sem. hrs.

Basic principles of physics and their applications in everyday living. Mechanics, heat, electricity and light. Three class meetings per week, including one two-hour laboratory period.

157 *Elementary Physics* 5 sem. hrs.

Brief course for those who need a one-semester course covering selected topics from the various divisions of physics. Five class meetings per week including one three-hour laboratory period. Students who have had Physics 156, 170, or 171 may not take this course for credit. May not be used for a first or second field in Physics.

170 *General Physics* 5 sem. hrs.

First half of a two-semester sequence, including elementary mechanics, wave motion, sound, and heat. Five class meetings per week, including one three-hour laboratory period. Students who have had Physics 157 may not take this course for credit. Prerequisite or concurrent registration: Mathematics 107 or 108.

171 *General Physics* 5 sem. hrs.

Continuation of Physics 170 including elementary magnetism, electricity, electronics, optics, and radiation. Five class meetings per week, including one three-hour laboratory period. Students who have had Physics 157 may not take this course for credit. Prerequisite: Physics 170.

180 *General Physics* 5 sem. hrs.

Includes the topics covered in General Physics 170 utilizing the concepts of calculus. Students planning majors or minors in physics will be expected to take the 180-181 course sequence. Five class meetings per week including one three-hour laboratory period. Prerequisite: Mathematics 115 or concurrent registration.

181 *General Physics* 5 sem. hrs.

A continuation of Physics 180. Five class meetings per week including one three-hour laboratory period. Prerequisite: Physics 180 and Mathematics 116 or concurrent registration.

225 *Physical Sciences for Elementary Teachers* 3 sem. hrs.

Fundamentals of the Physical Sciences. Includes laboratory experiences designed to acquaint students with science principles necessary for the understanding and teaching of elementary school science. Three two-hour periods of lecture and laboratory per week. May not be taken for credit toward a major or minor in Chemistry, Physics, or Physical Sciences. (Also offered by Department of Chemistry)

270 *Astronomy* 2 sem. hrs.

The universe, the solar system, the celestial sphere, the galactic systems, measuring time, and an introduction to celestial navigation. Prerequisite: Physics 170 or 180.

273 Intermediate Physics 3 sem. hrs.

Advanced course in physics for those who are not familiar with calculus. Emphasis is placed on modern physics. Not open to students with first or second fields in physics or comprehensive field in physical sciences. Prerequisite: Physics 171.

280 Mechanics 3 sem. hrs.

Kinematics and dynamics of particles; introductory treatment of rigid bodies; harmonic oscillation. Prerequisite: Physics 171 or 181 and Mathematics 116 or concurrent registration.

281 Thermodynamics 3 sem. hrs.

The laws of thermodynamics and their application to pure and mixed systems with a brief introduction to statistical mechanics. Prerequisite: Physics 171 or 181 and Mathematics 116 or concurrent registration.

282 Electricity and Magnetism 3 sem. hrs.

Electrostatic field; electric fields in simple geometrics; electric current; magnetostatic fields, magnetic fields of simple geometrics; introduction to electromagnetic theory and Maxwell's equations. Prerequisite: Physics 171 or 181 and Mathematics 116.

283 Advanced Laboratory in Physics 1-2 sem. hrs.

Instruction in the use of precision laboratory equipment and performance of fundamental experiments in physics. May be taken twice for credit. One three-hour laboratory period for each semester hour of credit. Prerequisite: One 200- or 300-level physics course for each hour of credit.

284 Modern Physics 3 sem. hrs.

Foundations of atomic and nuclear physics; short introduction to relativity, quantum mechanics, and solid state physics. Prerequisite: Physics 171 or 181 and Mathematics 116.

285 Optics 3 sem. hrs.

Wave motion as applied to sound and light, including the following: Doppler's and Huygen's principles, lens study, dispersion, interference, wave lengths, and electromagnetic theory. Prerequisite: Physics 171 or 181 and Mathematics 116.

286 Topics in Contemporary Physics 3 sem. hrs.

Atomic and nuclear physics; cosmic radiation; elementary particles; nuclear energy; new theoretical concepts. Prerequisite: 200-level course in physics.

289 Research in Physics 1-3 sem. hrs.

Development of a better understanding of the significance of research in physics through the study of a research problem. Three hours of laboratory, conference, and library research per week for each semester hour of credit. May be repeated for credit up to a total of three semester hours. Prerequisite: 20 semester hours of physics; consent of Head of Department.

301 Problems in the Teaching of High School Physical Sciences 3 sem. hrs.

A study of modern methods and problems confronting teachers of the physical sciences. Involves a careful study of CBA, Chem. Study, PSSC, and regular high school chemistry and physics. Brief overview of the K-12 physical science program. Not open to majors in Chemistry. Prerequisite: 10 semester hours of chemistry and 10 semester hours of physics. May not be taken for credit toward an arts and sciences degree. (Also offered by Department of Chemistry)

325 General Science 3 sem. hrs.

Objectives of general science. Selection of subject matter, tests, texts, workbooks, equipment, and supplies will be considered. For teachers qualified to teach general science in the elementary, junior high, and senior high schools. (Also offered by Department of Chemistry)

332 *Municipal and Industrial Science* 3 sem. hrs.

Scientific aspects of community and industrial problems. Includes trips to industries and research laboratories. Lectures and discussion periods involving related chemical and physical principles are coordinated with the field trip program. Gives a background in applied science as an enrichment for classroom teaching. Prerequisite: Twenty-two hours of physics and chemistry including one year of general chemistry, one year of general physics, and two 200- or 300-level courses in chemistry or physics. (Also offered by Department of Chemistry)

350 *Basic Concepts of Physics* 3 sem. hrs.

Basic concepts of mechanics, heat, light, sound, electricity, and atomic physics. Lecture and laboratory. Designed for teachers of elementary science with limited background in the area of physics. Not open to students who have had one semester of college laboratory physics within the past ten years, or with first or second fields in chemistry, physics, and the physical sciences. Prerequisite: Physics 100 or 225, or two years of teaching experience.

384 *Introduction to Quantum Mechanics* 3 sem. hrs.

Mathematical formulation of quantum theory and applications to simple systems. Prerequisite: Physics 284 and Mathematics 340.

385 *Mechanics* 3 sem. hrs.

A continuation of Mechanics 280 with emphasis on accelerated coordinate systems, Lagrange's equations, rigid body motion in three dimensions, Hamilton's equations, and theory of small vibrations. Prerequisites: Physics 280 and Mathematics 340.

386 *Electricity and Magnetism* 3 sem. hrs.

Maxwell's equations and boundary value problems, alternating currents, electronics, radiation and propagation of electromagnetic waves. Prerequisites: Physics 280, 282 and Mathematics 340.

387 *Modern Physics* 3 sem. hrs.

The photon, electromagnetic radiation, neutrons and nuclear forces, radio-activity and detection, nuclear reactions, elementary particles, and high energy physics. Prerequisite: Physics 284.

PHYSIOLOGY

(See Biological Sciences)

POLITICAL SCIENCE

TEACHING STAFF

Head of the Department: Alice L. Ebel. Office: Schroeder Hall 373.

Professor: Alice L. Ebel.

Associate Professor: Walter S. G. Kohn.

Assistant Professors: Afak Haydar, Kenneth K. Marcus, Rozann C. Rothman, David E. Sweet, Thomas D. Wilson, Harvey G. Zeidenstein.

GENERAL EDUCATION COURSES

To meet requirements for Group II, students may count Political Science 105. For Group V, all undergraduate courses in Political Science except the following may be used: 151, 252, 257.

MAJOR IN POLITICAL SCIENCE

Students electing Political Science as a major must complete a minimum of 23 semester hours. The following courses are required: 105, 255 or 151. In

addition the student is required to take a minimum of 18 semester hours in other social sciences (History, Economics, and Sociology-Anthropology) with at least one course in each of these categories.

MINOR IN POLITICAL SCIENCE

Courses in Political Science must total 18 semester hours. The following courses are specifically required: 105, 255 or 151.

The major and minor in Political Science are the same for a teaching degree as for a degree in arts and sciences.

COURSES IN POLITICAL SCIENCE

105 *American Government and Politics* 3 sem. hrs.

Structure and process, politics and purposes of the American National Government and its place within the federal system; the relationship between the government and the governed. Not open to students who have had Social Sciences 150, American National Government.

151 *Political Institutions and Practices in Illinois* 2 sem. hrs.

Organization and function of local and state government in Illinois. Emphasis on elections, the role of voters, and the duties and responsibilities of officials. Recommended for students who wish to prepare for the special examination on the constitutions. Also recommended for teachers who wish to organize selected units for teaching the constitutions. Not open to students who have had Political Science 255.

250 *Introduction to Political Theory I* 3 sem. hrs.

A survey of the ancient and medieval theories through the seventeenth century. Provides a foundation for the understanding of the main currents in the history of political ideas.

251 *Introduction to Political Theory II* 3 sem. hrs.

Modern and contemporary political theorists from the seventeenth century. Provides a foundation for the understanding of the main currents in the history of political ideas.

252 *Municipal Problems and Administration* 3 sem. hrs.

Growth of cities with the resulting rapid increase of economic, social, and political problems. Attention centered on public safety, public welfare, public works, utilities, finance, city planning, and the various forms of city government.

254 *International Relations* 3 sem. hrs.

Problems of nationalism, imperialism, war, and peace. The growth of international organization is emphasized and the whole material is pointed to the future.

255 *State and Local Government* 3 sem. hrs.

Structure and functioning of state and local governments (counties, townships, and special districts); federal-state, interstate, and state-local relationships and problems. Not open to students who have had Political Science 151.

257 *Public Administration* 3 sem. hrs.

Scope, organization and functioning of public administration; administrative behavior and techniques; personnel selection and processes; budgeting; the role of the administrator in politics; evolution and control of administration. Prerequisite: Political Science 105.

258 *Comparative Government* 3 sem. hrs.

To broaden the student's outlook and to familiarize him with the achievements of other political units. The structure and functioning of governments of Great Britain, Germany, France, Russia, China, Japan, Switzerland, and other small states. Prerequisite: Political Science 105.

299 *Independent Honor Study* 1-6 sem. hrs.

Intensive work in a special area of the student's major or minor. Each individual project is to culminate in a comprehensive written report and/or examination. Open only to resident students who have achieved superior academic records and who have demonstrated ability to profit from independent study. A maximum of six hours of credit in independent study may be applied toward graduation. Prerequisite: Permission of the instructor, the Head of the Department, and the Dean of the Faculty.

351 *American Constitutional Law* 3 sem. hrs.

Analysis and discussion of leading cases interpreting the United States Constitution with consideration given to the political and economic conditions underlying the decision. Prerequisite: Political Science 105.

353 *Political Parties* 3 sem. hrs.

American party system as to its development, organization, and activities. Emphasis upon a realistic constructive knowledge of present-day parties. Prerequisite: Political Science 105.

356 *American Political Thought* 2 sem. hrs.

The main ideas of American Political theory from the colonial period to the present time. Special emphasis will be given to current discussion among political scientists as to the nature of the discipline and the role of theory in it. Prerequisite: Political Science 105.

358 *Political Systems: Theory and Practice* 2 sem. hrs.

The origin, theory, and practice of constitutional democracies and of totalitarian regimes. The democratic challenge to dictatorships. The autocratic challenge to constitutionalism. Provided different material is covered, the course may be taken for credit more than once.

368 *Public Opinion and Propaganda* 3 sem. hrs.

(See Sociology 368.)

PORTUGUESE

(See Foreign Languages)

PROFESSIONAL LABORATORY EXPERIENCES

(See Education—Professional Laboratory Experiences)

PSYCHOLOGY**TEACHING STAFF**

Head of the Department: Walter H. Friedhoff. Office: Schroeder Hall 420.

Professors: R. Elizabeth Brown, Robert L. Crist, Walter H. Friedhoff, William J. Gnagey, Stanley S. Marzolf, George F. McCoy, Ralph A. Meyering, Herman R. Tiedeman.

Associate Professors: Valjean M. Cashen, Herbert E. Clark, Eugene D. Fitzpatrick, Robert E. Hemenway, Robert A. Hogan, Frank J. Holmes, John H. Kirchner, Elmer A. Lemke, Harry A. Little, David L. Livers, Richard M. Trumpe.

Assistant Professors: Patricia A. Chesebro, Samuel Hutter, James J. Johnson, Margaret Jorgensen, Marjorie L. Lewis, Gary C. Ramseyer, Robert Rumery, Richard M. Swank, Walter M. Vernon, Margaret Waimon.

Instructors: Carl J. Bell, Jacquelyn H. Brigham, Norman G. Dinges, Barbara Goebel.

GENERAL EDUCATION COURSES

Psychology 111 is required in group IV. Psychology 232 may be counted in group V.

MAJOR IN PSYCHOLOGY

Courses in Psychology must total 32 semester hours. The following specific courses are required: 111, 115, 201, 232, 301, 330, 331. In addition to the 32 semester hours in Psychology, a student must choose a minimum of six hours from the following courses: Biological Sciences 182, Sociology 262, 263, 269, 367.

MINOR IN PSYCHOLOGY

Courses in Psychology must total 24 semester hours. The following specific courses are required: 111, 115, 232, 330, 331.

The major and minor fields in Psychology are the same for a teaching degree as for a degree in arts and sciences.

COURSES IN PSYCHOLOGY

111 *General Psychology* 3 sem. hrs.

Scientific study of behavior. Motivation, emotion, abilities and interests, personality, hereditary and environmental influences, learning and remembering, observing and attending. Emphasis is upon general principles.

115 *Educational Psychology* 3 sem. hrs.

Application of psychology to education. Attention is given to learning, adolescent development, educational measurement, social influences on learning, and the teacher as a classroom leader. Students who have had Education 102 may not take this course for credit. Prerequisite: Psychology 111 and sophomore standing.

201 *Psychology of Adolescence* 2 sem. hrs.

Principles of psychology applied to understanding the characteristics and problems of adolescence. Prerequisite: Psychology 115 or Education 102.

230 *Business and Industrial Psychology* 2 sem. hrs.

Application and extension of psychological facts and principles to the problems of human relations and human engineering in business and industry, including product distribution. Prerequisite: Psychology 111.

231 *Social Psychology* 2 sem. hrs.

Scientific study of the behavior of the individual as influenced by other individuals; communication, motivation, differential social and cultural factors in personality; social interaction. Prerequisite: Psychology 111.

232 *Mental Hygiene* 3 sem. hrs.

Factors which determine or influence human behavior. Emphasis on the normal and pathological patterns developing as a result of situational factors in the home, school, community. Prerequisite: Psychology 115 or Education 102.

299 *Independent Honor Study* 1-6 sem. hrs.

Intensive work in a special area of the student's major or minor. Each individual project is to culminate in a comprehensive written report and/or examination. Open only to resident students who have achieved superior academic records and who have demonstrated ability to profit from independent study. A maximum of six hours of credit in independent study may be applied toward graduation. Prerequisite: Permission of the instructor, the Head of the Department, and the Dean of the Faculty.

301 *Advanced Developmental Psychology* 3 sem. hrs.

Study of available research on the motor, mental, and emotional development; growth of understanding; and personality of children.

330 *Experimental Psychology I* 3 sem. hrs.

Simple experiments in the psychology laboratory. Emphasis is upon the problems of control in the scientific study of behavior. Three class periods per week—two lectures and one laboratory period plus additional laboratory assignments. Prerequisite: Psychology 111.

331 *Psychological Measurement* 3 sem. hrs.

Selection, interpretation and evaluation of psychological tests, with emphasis on theory at a beginning level. Selection and evaluation criteria and methods of scoring are considered with respect to use of tests as indicators of psychological constructs and/or use in specific decision situations. Meets the requirements for psychological testing for students in special education. Prerequisite: Psychology 111.

333 *Readings in Psychological Research* 1 sem. hr.

Study and evaluation of current research dealing with the student's major field of interest. Guidance is provided in doing library research on one or more topics of the student's choosing.

334 *Research Projects in Psychology* 3 sem. hrs.

Work in designing and carrying on research projects, both in the laboratory and in more lifelike situations. The use and understanding of appropriate statistical procedures is emphasized. Prerequisite: Psychology 111.

340 *Statistics I* 3 sem. hrs.

Basic statistics used in education and the behavioral sciences. Intensive study of frequency distributions, measures of central tendency and dispersion, and standard scores. Sampling error theory, simple hypothesis testing, correlation techniques, and regression analysis are also covered. The emphasis is on application and interpretation. (Also offered as Education 340.)

345 *Case Work in Behavior Problems* 2 sem. hrs.

Making case studies: interviewing, using records, and case reporting. To be taken with Student Teaching. Prerequisite: Psychology 232.

346 *Psychology of Exceptional Children* 2 sem. hrs.

The study of children who deviate markedly above or below the norms of their groups in reference to one or several intellectual, emotional, physical, or social attributes, or any combination of these, so as to create a special problem in regard to their education, development, or behavior. Emphasis is placed on the implications for educational and treatment programs. Prerequisite: Psychology 232 and 331.

347 *Behavior Disorders in Children* 3 sem. hrs.

Introduction to medical, psychological, sociological aspects of behavioral disorders of children. Prerequisite: Education 102 or Psychology 115.

348 *Mental Retardation* 3 sem. hrs.

A study of the medical, psychological and sociological characteristics and behavior of the mentally retarded. Methods of classification, causes and rehabilitative aspects stressed. Appropriate field trip included. Prerequisite: Psychology 115 or Education 102.

349 *Psychology of the Mental Deviate* 3 sem. hrs. (Formerly 411)

Personality, general behavior patterns, and educational possibilities of mentally deficient and gifted children. Prerequisite: Education 102 or Psychology 115.

RUSSIAN

(See Foreign Languages)

SOCIAL SCIENCES

The courses leading to the major and comprehensive major in Social Sciences are offered by the departments of Economics, History, Political Science, and Sociology-Anthropology.

MAJOR IN THE SOCIAL SCIENCES

Students electing Social Sciences as a major must complete a minimum of 16 semester hours in history (8 in United States history and 8 in world history), 8 semester hours in economics, 8 semester hours in political science, and 8 semester hours in sociology—for a minimum of 40 semester hours. The following courses are required: *Economics* 107 and 171; *History* 123, 124, 135, 136; *Political Science* 105; *Sociology* 106.

COMPREHENSIVE MAJOR IN SOCIAL SCIENCES

Students may pursue a comprehensive field of 55 semester hours. Students must complete a minimum of 16 semester hours in history (8 in United States history and 8 in world history), 8 semester hours in economics, 8 semester hours in political science, and 8 semester hours in sociology. The following courses are required: *History* 123, 124, 135, 136; *Economics* 107 and 171; *Political Science* 105; *Sociology* 106.

The major and comprehensive major are the same for a teaching degree as for a degree in arts and sciences.

COURSES IN SOCIAL SCIENCES

(See also the departments of Economics, History, Political Science, and Sociology-Anthropology)

291 *Materials in Social Sciences* 2 sem. hrs.

Historical approach to the development of the social sciences with emphasis on the changing

content of each field and its significance for the high school curriculum. Emphasis on historiography, leaders in each field, professional and scholarly organizations, and current literature and materials for the informed teacher. For students who have a first or second field in the social sciences.

299 *Independent Honor Study* 1-6 sem. hrs.

Intensive work in a special area of the student's major or minor. Each individual project is to culminate in a comprehensive written report and/or examination. Open only to resident students who have achieved superior academic records and who have demonstrated ability to profit from independent study. A maximum of six hours of credit in independent study may be applied toward graduation. Prerequisite: Permission of the instructor, the Head of the Department, and the Dean of the Faculty.

306 *Regional and Area Studies* 1-9 sem. hrs.

An intensive study of particular lands, environments, cultures, and peoples. May be given in cooperation with other departments, on or off campus. The areas to be studied, participating departments, and credit hours available in the several departments, will be announced each time the course is offered.

SOCIOLOGY-ANTHROPOLOGY

TEACHING STAFF

Head of the Department: Vernon C. Pohlmann. Office: Schroeder Hall 367.

Professors: Benjamin J. Keeley, Vernon C. Pohlmann.

Associate Professor: Mark R. Moran.

Assistant Professors: Paul J. Baker, Stanley E. Grupp, David L. Janovy, Olger Pocs, Robert H. Walsh.

Instructors: A. Charles Palson, Carol Reitan, Carol Trumpe.

GENERAL EDUCATION COURSES

To meet requirements for group II, students may choose from the following courses in Sociology and Anthropology: 106, 181. For group V, all undergraduate courses in Sociology-Anthropology except the following may be used: 265, 266, 267, 369.

MAJOR IN SOCIOLOGY-ANTHROPOLOGY

Students electing Sociology-Anthropology as a major must complete a minimum of 27 semester hours in Sociology-Anthropology, 6 semester hours in Economics, 3 semester hours in Political Science, 6 semester hours in European History, and 3 semester hours in U.S. History. The following courses are required: Sociology 106, 370, 371; Anthropology 181. It is strongly recommended that the student take at least three semester hours in each of these fields: Biology, Philosophy, Statistics.

MINOR IN SOCIOLOGY-ANTHROPOLOGY

Courses in Sociology-Anthropology must total 18 semester hours. The following course is specifically required: Sociology 106.

The major and minor in Sociology-Anthropology are the same for a teaching degree as for a degree in arts and sciences.

Courses are offered under three headings, Anthropology, Social Work, and Sociology.

COURSES IN ANTHROPOLOGY

181 *General Anthropology* 3 sem. hrs.

An introduction to the fields of anthropology—physical and cultural—providing the student with an opportunity to acquire a mature understanding of the nature of man and his behavior in the societies of the world. Attention is centered on such topics as human evolution, modern races and racism, archeology, the concept of culture, culture-personality relationships, culture change, language in relation to behavior, the application of anthropology to “practical” concern, especially to the field of education.

282 *The American Indian* 3 sem. hrs.

Analysis of the social, economic, religious, and artistic developments of various representative American Indian societies. Environmental and historical factors shaping these ways of life; particular attention to Indians as they are today—their reservation cultures, the federal policies toward them, and their future prospects. Prerequisite: Anthropology 181 or Sociology 106.

381 *Cultural Anthropology* 2 sem. hrs.

Examination of family life, economic organization, religion, folklore, social organization, government, language, education, inventions, and art forms of pre-literate peoples. Prerequisite: Anthropology 181.

383 *Selected Studies in Culture Areas* 2 sem. hrs.

Concentrated study of culture patterns of selected areas. Introduction to the physical characteristics and history of the aboriginal peoples and study of their social, political, and intellectual life. An analysis of the dynamics of culture change together with the human problems resulting from these changes. Prerequisite: Anthropology 381.

384 *Selected Studies in Anthropology* 3 sem. hrs.

The field of study covered will vary each semester according to the interests and needs of the students and the availability of instructors. Provided different material is covered, the course may be taken more than once. Prerequisite: Permission of the instructor.

COURSES IN SOCIAL WORK

221 *Introduction to Social Work* 3 sem. hrs. (Formerly 269)

A general introduction to the history and present system of operation and organization of social work. Prerequisite: Sociology 106 or Psychology 111.

323 *Child Welfare Services* 3 sem. hrs. (Formerly 463)

Examination of policies, personnel, facilities, and practices for the care of dependent, neglected, delinquent, physically-handicapped, and mentally-retarded children. Consideration given to adoptive procedures, foster-home placements, probation, parole, and vocational placements. Prerequisite: Introduction to Social Work 221 or Special Education major.

COURSES IN SOCIOLOGY

106 *Introduction to Sociology* 3 sem. hrs.

Analysis and description of the structure and dynamics of human society. Attention is centered on such topics as culture, socialization, stratification, collective behavior, family, minority relations, population, and crime.

160 *Social Stratification* 3 sem. hrs. (Formerly 260)

Societal stratification, how and why it arises, and its implications for human behavior. Includes theories and character of social class systems, research in stratification, differential class behavior, social mobility, power relationships, and caste and estate systems. Prerequisite: Sociology 106.

261 *The Community* 3 sem. hrs.

The structure and function of the community. Changes in community; power and leadership in the community; community organization. Prerequisite: Sociology 106.

262 *The Family* 3 sem. hrs.

Family as a social institution and as a system of interacting personalities. Development of family, cross-cultural perspectives, our past and present patterns, premarital behavior, marital interaction, and family disorganization. Prerequisite: Sociology 106.

263 *Deviant Behavior* 2 sem. hrs.

Theories of the origins and control of deviant behavior. Functions of deviance, and reabsorption of the deviant. Prerequisite: Sociology 106.

264 *Minority Peoples* 2 sem. hrs.

A study of ethnic, racial, and other minority groups. Problems arising from fusion of cultures such as prejudice and discrimination; interpretation of values. Prerequisite: Sociology 106.

265 *Surveys and Fieldwork* 1-3 sem. hrs.

Provides experience in ongoing research or fieldwork being conducted by the staff, or under the supervision of the staff. Prerequisite: Permission of the instructor.

266 *Social Psychology* 2 sem. hrs.

The influence of social environment on individual behavior. Social perception, social motivation, group structure and process, attitude formation and change, social role theory, socialization. Prerequisite: Sociology 106 or Psychology 111. Also offered as Psychology 231.

267 *Population* 2 sem. hrs.

An analysis of the factors affecting population changes; migration, birth rates, death rates; theories and policies of population numbers and quality; significance of population size, growth, and decline for education, industry, government, and other institutions. Prerequisite: Sociology 106.

268 *Sociology of Religion* 2 sem. hrs.

Analysis of religious behavior in our own and other societies as an aspect of group behavior common to all societies; consideration of nature, functions, scope, origins of religion; impact of religion on the individual, society, and culture; impact of social forces on religion. Prerequisite: Sociology 106 or Anthropology 181.

299 *Independent Honor Study* 1-6 sem. hrs.

Intensive work in a special area of the student's major or minor. Each individual project is to culminate in a comprehensive written report and/or examination. Open only to resident students who have achieved superior academic records and who have demonstrated ability to profit from independent study. A maximum of six hours of credit in independent study may be applied toward graduation. Prerequisite: Permission of the instructor, the Head of the Department, and the Dean of the Faculty.

340 *Statistics I* 3 sem. hrs.

Basic statistics used in education and the behavioral sciences. Intensive study of frequency distributions, measures of central tendency and dispersion, and standard scores. Sampling error theory, simple hypothesis testing, correlation techniques, and regression analysis are also covered. The emphasis is on application and interpretation. Same as Psychology 340. Prerequisite: Sociology 106 or Psychology 111.

365 *Juvenile Delinquency* 3 sem. hrs.

Delinquency as a social and legal problem; theories of delinquency, the juvenile court; prevention and treatment. Prerequisite: Sociology 263.

366 *Contemporary Social Movements* 2 sem. hrs. (Formerly 466)

Analysis of social unrest as indicative of social disorganization; patterns of collective behavior;

structure and functions of social movements. An examination of various types of social movements—religious, political, revolutionary, youth, agrarian, and reform. Analysis of morale, strategy, types of leaders, and control mechanisms. Prerequisite: Sociology 106.

367 *Criminology* 3 sem. hrs.

Criminological theory and practice. Crime as a social and legal problem, problems in the administration of justice. Prerequisite: Sociology 263.

368 *Public Opinion and Propaganda* 3 sem. hrs.

The study of public opinion as a part of communication process. The formation, properties, and distribution of public opinion. Includes attitude formation, psychological processes, opinion change, mass media, measurement. Attention given to the relation of public opinion to the political decision-making process. May be considered as Political Science or Sociology. Prerequisite: Sociology 106 or Political Science 105.

369 *Selected Studies in Sociology* 3 sem. hrs.

The field of study will vary each semester according to the needs and interests of students and the availability of instructors. Provided different material is covered, the course may be taken more than once. Prerequisite: Consent of the instructor.

370 *History of Sociological Thought* 3 sem. hrs.

Analysis and appraisal of classical works in sociology from Comte to the early Twentieth Century. Such men as Weber, Durkheim, and Marx will be discussed. Prerequisite: Sociology 106.

371 *Introduction to Sociological Research* 3 sem. hrs.

Introduction to sociological research focusing on the convergence of theory and research in sociology; the design of inquiry, conceptualization and measurement of social variables, collection of data, analysis and interpretation of data. Emphasis is upon the survey design. Individual and collective research projects form a part of the course. Prerequisite: Sociology 106 or Political Science 105.

SPANISH

(See Foreign Languages)

SPECIAL EDUCATION

(See Education—Special Education)

SPEECH

TEACHING STAFF

Head of the Department: Charles A. White. Office: Centennial Building East 286.

Professors: G. Bradford Barber, Dorathy Eckelmann, Ralph L. Smith, George A. Soderberg, Glenn J. Taylor, Charles A. White.

Associate Professors: Barbara B. Hutchinson, John W. Kirk, Calvin L. Pritner, Stanley G. Rives, Jean Scharfenberg.

Assistant Professors: Mabel C. Allen, C. Eric Bickley, John K. Boaz, Dorothy W. Clark, C. Morton Cliff, Keith C. Davidson, Raymond L. Fischer, George M. Foster, Merle R. Howard, Robert O. Lupella, Margaret Parret, G. Benjamin Paxton, Doris M. Richards, Steven W. Vargo, Ruth V. Yates.

Instructors: Richard H. Andrew, Paul W. Batty, Roy A. Beck, Cheryl Chmelik, Lawrence E. Connolly, Gary R. Planck, Sally A. Plummer, Bernard J. Skalka, J. Curtis Tannahill.

Students electing a major or minor in speech are excused from Speech 110.

GENERAL EDUCATION COURSES

For group I, students must take Speech 110. To meet requirements for group V, students may choose from the following courses in Speech: 130, 141, 160, 202, 223, 250, 321, 324, 333, 360.

MAJOR IN SPEECH

Courses in Speech must total 36 semester hours. The following specific courses are required: 111, 112, 114, 135, 141, 281. In addition to the above courses, one of the following sequences is required:

Public Address Sequence: 123, 125, 321, 324 or 370, 328 and three semester hours of electives at the 200 or 300 level.

General Speech Sequence: 123, 136, 137, and nine semester hours of electives, not more than six of which may be taken in any one of the following areas; Speech Correction, Public Address, Oral Interpretation, Drama, Radio and Television.

Theatre Sequence: 123 or 125, 132, 136, 137, 335, and three semester hours of electives.

MINOR IN SPEECH

Courses in Speech must total 24 semester hours. The following specific courses are required: 111, 112, 114, 135, 141, 281. In addition to the above requirement, students must choose one of the following course sequences:

Public Address Sequence: 123, 125.

Theatre Sequence: 123 or 125, 137.

The major and minor are the same for a degree in arts and sciences as for a teaching degree except that students not working for teacher certification are required to complete a three-semester-hour elective in Speech in place of Speech 281.

It is strongly recommended that a student completing a major or minor in Speech take the theatre courses in the following order: 111, 135, 132, 136, 137, 335.

MINOR IN SPEECH CORRECTION

Students taking a major in Speech may elect this minor to become certified

as Speech Correctionists by the State of Illinois. The following specific courses are required: Biological Sciences 181, 182; Psychology 232, 331; Speech 215, 311, 318, 319, 350, 351, 371, 372. Student Teaching must be done in the Speech clinic. Two hundred clock hours of clinical work are required. These are ordinarily completed in Education 399.

COURSES IN SPEECH

110 *Fundamentals of Speech* 3 sem. hrs.

Theory and practice to develop acceptable speech proficiency in the various speaking activities demanded of citizens in a free society. Prerequisite: English 101 and satisfactory completion of the speech usage test.

111 *Basic Principles of Theatre* 3 sem. hrs.

Basic understanding and application of aesthetic and dramatic principles which must be used in the analysis of plays by the director, actor, designer, technician, costumer in designing and producing a play if it is to be artistically interpreted for an audience.

112 *Public Speaking* 3 sem. hrs.

Theory and practice in the selection and organization of materials, in the skillful use of language, and in the presentation of various types of speeches.

114 *Voice and Articulation* 3 sem. hrs.

Voice, speech sounds, and acceptable spoken language; practice in the use of acceptable spoken language.

125 *Argumentation and Debate* 3 sem. hrs.

Theory and practice in the art of advocacy involving analysis, arrangement, and presentation of arguments for the purpose of decision-making and social control.

130 *Introduction to the Theatre* 3 sem. hrs.

A study of the contemporary theatre, the arts which it involves, and the backgrounds from which it developed. May not be used for a first or second field in Speech.

132 *Acting* 3 sem. hrs.

Theatre arts from the standpoint of the principles of acting. Studies in pantomime and characterization. Reading and interpretation of plays suitable for community and school production. Two hours of lecture-discussion and two hours of scheduled laboratory each week.

135 *Dramatic Production I* 3 sem. hrs.

Basic understanding and application of the principles and skills which must be used in the design and execution of scenery, properties, lighting, sound, costuming, and makeup for the theatre. Laboratory to be arranged.

136 *Dramatic Production II* 3 sem. hrs. (Formerly 235)

Advanced treatment of the principles and skills which must be used in the design and execution of scenery, properties, lighting, sound, costuming, and makeup for the theatre. Laboratory to be arranged. Prerequisite: Speech 135.

137 *Play Directing* 3 sem. hrs. (Formerly 230)

Selection of plays, casting, and rehearsal techniques. Studies in stage composition, picturization, characterization, and movement. Students direct scenes from various plays in class. Two hours of lecture-discussion and two hours of scheduled laboratory each week. Prerequisites: Speech 111 and 135.

141 Oral Interpretation of Literature 3 sem. hrs.

Fundamental problems involved in getting meanings from the printed page and interpreting them to an audience by means of vocal and bodily expression. Practice in platform reading of prose and poetry. Prerequisite: Sophomore standing and Speech 110 or 114.

160 Introduction to Radio and Television 3 sem. hrs.

History, organization, and social impact of broadcasting with additional emphasis on program evaluation and criticism.

202 Extempore Speaking 2 sem. hrs.

Applied course in expository and persuasive speaking, intended for the student for whom Speech 110 has provided insufficient speaking skill. Students who have had Speech 331 may not take this course for credit. Prerequisite: Speech 110.

212 Speech Correction for Classroom Teachers 3 sem. hrs.

Speech sounds and the mechanism used to produce them; the speech disorders of elementary school children and methods of re-education. A student may not have credit for this course if he has credit in Speech 215.

215 Speech Correction 3 sem. hrs.

Common deviations in children's speech, the speech sounds, their production, the production of voice, causes of defective speech, and methods of re-education for cases with delayed speech, articulatory, and phonatory defects. For students in the Special Education curriculum in Speech Re-education and Education of the Deaf. A student may not have credit in this course if he has credit in Speech 212.

223 Discussion 3 sem. hrs.

(Formerly 123)

Theory and practice in reflective group discussion methods as a means of learning, understanding, and decision-making in a free society.

231 Stage Design and Lighting 3 sem. hrs.

Nature, function, and aesthetics of scene design and lighting for the stage, with practice in composition. Laboratory to be arranged with instructor.

232 Creative Dramatics 3 sem. hrs.

The creative approach to the use of dramatic activity in the classroom; its objectives, materials, guidance techniques. Adaptation to the needs, interests, and attitudes of each age level from pre-school to junior high school. Observations and projects are required.

233 Children's Theatre 3 sem. hrs.

The production of theatre for children: the history of children's theatre; selection and analysis of scripts; problems of directing and acting; special problems of technical production; the organization and management. Laboratory work in the production and performance of children's plays required.

234 Logic 3 sem. hrs.

Reasoning in inquiry and persuasion, whether in practical matters or in the organized disciplines. A survey of the place of logic in human affairs; of linguistic analyses relevant to logic; of successful techniques in the deductive and empirical sciences; and briefly, of possibilities of further study of some untreated topics and unresolved issues in logic. Also offered as Education 234.

239 Dramatic Workshop 3 sem. hrs.

For students who need preparation and experience in one or more areas of the theatre arts. Participation in the production aspects of one-act or longer plays; laboratory arranged. Prerequisite: Speech 185.

242 Experiencing Books Through Speech Activities 3 sem. hrs.

Book-inspired activities for pupils in the elementary school designed to develop appreciation of literature through creative dramatics, story telling, choral reading, discussion, reporting, and reading aloud, with emphasis on observation and participation. Prerequisite: Speech 110. This course is also offered as Library 242.

243 *Oral Reading* 3 sem. hrs.

Improving the teacher's oral reading; principles for teaching oral reading.

250 *The Arts and Modern Man* 2 sem. hrs.

Selected works from music, theatre and the visual arts are studied as the aesthetic expressions of the concerns, the values and the aspirations of contemporary man. The significance of all the arts as creative forces in our society are discussed; and the symbol systems of the three arts are explained. Conducted by members of the Departments of Art, Music, and Speech.

262 *Radio Programing and Production* 3 sem. hrs.

Principles and theory of radio programing, production, and script preparation. Laboratory sessions will allow the students an opportunity to work with equipment in the radio studio and control room as they produce a variety of programs and to work on their on-the-air performance. Prerequisite: Speech 160.

263 *Television Programing and Production* 3 sem. hrs.

Principles and theory of television programing, production, and script preparation. Laboratory sessions will allow students an opportunity to work with equipment in the television studio and control room as they produce a variety of programs. Prerequisite: Speech 160.

280 *The Teaching of Speech in the Elementary School* 3 sem. hrs.

Theory and practice in the oral aspects of the language arts program designed to help teachers utilize the speech arts in the classroom. Includes structural observation and participation in the laboratory school. Prerequisite: Speech 110 or concurrent registration.

281 *Principles of Speech Education* 3 sem. hrs.

Philosophy of speech education, classroom speech, extra-class projects, textbook analysis, and professional associations.

299 *Independent Honor Study* 1-6 sem. hrs.

Intensive work in a special area of the student's major or minor. Each individual project is to culminate in a comprehensive written report and/or examination. Open only to resident students who have achieved superior academic records and who have demonstrated ability to profit from independent study. A maximum of six hours of credit in independent study may be applied toward graduation. Prerequisite: Permission of the instructor, the Head of the Department, and the Dean of the Faculty.

300 *History of the Motion Picture* 3 sem. hrs.

The development and appreciation of the motion picture from its beginning to the present, with emphasis upon social backgrounds and cultural-artistic values. Laboratory: screening of significant films from various periods and countries.

311 *Phonetics* 3 sem. hrs.

Sound system of American speech and its standard and sub-standard variations. Practice in transcribing and reading using phonetic symbols.

317 *Speech Clinic* 1-6 sem. hrs.

Diagnostic tests and methods of speech correction applied to those enrolled in the Speech Correction Clinic. Students enrolling in this course should have the permission of the instructor. Prerequisite: Speech 212 or 215.

318 *Clinical Procedures in Speech Correction* 3 sem. hrs.

History and development of speech correction, the procedures for setting up and carrying out a public school speech correction program. Evaluation techniques and procedures and their application to various speech disorders and to methods of speech correction.

319 *Speech Pathology I* 5 sem. hrs.

Speech disorders arising from structural, neurological, and endocrine pathologies. Psychological problems, including stuttering. Emphasis on diagnostic and therapeutic procedures. Prerequisite: Speech 212 or 215.

321 *Speech Composition* 3 sem. hrs.

Theory and practice in demonstrative, deliberative, and forensic address through a study of theories of style and historically significant models.

324 *Persuasion* 2 sem. hrs.

Study and practice in the art of influencing the beliefs and behavior of men through speech. Emphasis on the Aristotelian areas of persuasion—logical, personal, and emotional—and the audience in the speech situation. Prerequisite: Speech 110 or 112.

328 *American Public Address* 3 sem. hrs.

History and criticism of public address in the United States with special attention to important issues and speakers.

333 *Modern Drama* 3 sem. hrs.

Trends in dramatic literature and theatrical productions from Ibsen to the present day. Reading reports and discussion of the plays of the leading dramatists of Europe, Great Britain, and America.

334 *History and Styles of Stage Costuming* 3 sem. hrs.

Concentrated history of costumes from the ancient Egyptian period to the present time. Emphasis on the costume's reflection of cultural and social milieu. Consideration of the costume's practical application to the stage. Laboratory to be arranged with instructor. Prerequisite: Speech 135.

335 *History of the Theatre* 3 sem. hrs.

Background for the study and production of plays including the reading of great plays of different historical periods, a study of the manner in which they were produced, and their relation to the cultural life of the time.

336 *Problems in Acting* 3 sem. hrs.

Introduction to and practice in the various advanced styles of acting prevalent in the more important periods of theatrical history and native to specific forms of comic and serious drama. Laboratory to be arranged with instructor. Prerequisite: Speech 132 or 137.

337 *Problems in Directing* 3 sem. hrs.

Theories and techniques of directing plays of differing forms, styles, and historical periods. Concentration on various aesthetic principles involved in directing in different types of theatres. Laboratory to be arranged with instructor. Prerequisite: Speech 137.

341 *Advanced Oral Interpretation of Literature* 3 sem. hrs.

The oral study of selected types of literature with emphasis upon drama and poetry; projects in organizing materials; presentation of individual and multiple reading projects. Prerequisite: Speech 141.

348 *Playwriting* 3 sem. hrs.

Playwriting techniques of selected masters of dramaturgy, with practical application of the techniques of the writing of original plays. Both literary and professional aspects of writing for the theater will be considered. When possible, opportunity will be provided for the laboratory production of original scripts of quality in University theater-workshop projects. This course is also offered as English 348.

350 *Basic Audiology* 3 sem. hrs.

Methods of screening hearing; basic equipment and methods for the measurement of various aspects of the hearing function; causes of hearing loss; interpretation of test results. Practicum will be required, consisting of approximately eight hours of participation in hearing surveys in public schools and activities of the Hearing Laboratory, in addition to independent practice and testing. Not open to students who have taken Speech 350, Audiometry and Hearing Aid Selection, or Speech 356, Conservation of Hearing.

351 *Speech Reading and Auditory Training* 3 sem. hrs.

Principles and practices of speech reading and auditory training. Survey of traditional methods. Communication disorders arising from hearing impairment; the visual and auditory speech stimuli. The operation and use of hearing aids and auditory training equipment.

**352 *Professional Practice in Speech Reading and Auditory Training*
1-3 sem. hrs.**

Practice in providing speech reading training and auditory training for children and adults in group and individual situations. Consideration of instructional materials, equipment, and special problems of habilitation and rehabilitation for the hearing impaired. Prerequisite: Speech 351.

358 *Practicum in Basic Audiology* 1-2 sem. hrs.

Supervised clinical practice in basic procedures used in audiology. For each semester hour of credit, at least 45 clock hours of practice will be required. Prerequisite: Consent of instructor.

360 *Mass Communication in Society* 3 sem. hrs.

An explanation of the several media (press, radio, television, films) emphasizing their esthetic and communicative possibilities, social responsibilities, structure, problems of regulation and management, and educational, entertainment, commercial content.

362 *Instructional Television* 3 sem. hrs.

Television as a medium of instruction: history, forms, techniques, utilization, evaluation, function in education. Prerequisite: Consent of instructor.

370 *Psychology of Speech* 2 sem. hrs.

Speech as visible and audible stimuli and responses, its origin and development, its functions, its fine arts and utilitarian aspects. The speech personality. The nature of various kinds of audiences. Prerequisite: Ten semester hours in speech.

371 *Speech Science* 2 sem. hrs.

Principles of physics involved in the production and reception of spoken language.

**372 *Anatomy and Physiology of the Speech and Hearing
Mechanism* 3 sem. hrs.**

The mechanism used in producing and receiving speech; the function of a normal mechanism and the effect that deviations from this may have on the end product. Prerequisite: Biological Sciences 181.

381 *Problems in the Teaching of Speech* 2 sem. hrs.

Present trends in the teaching of speech and an evaluation of current teaching materials.

ZOOLOGY

(See Biological Sciences)

*WORKSHOPS AND INSTITUTES

193 *Workshop* 1-6 sem. hrs.

Workshop opportunities are provided for the purpose of permitting experienced elementary-school and secondary-school teachers to work on special problems not covered in any one course offered by the University. Topics for investigation by workshop participants are limited to areas in which the University is able to provide adequate workshop staff. Credit will be given by the department offering the workshop. Prerequisite: Teaching experience and possible departmental requirements in terms of work to be done.

* Six semester hours of workshop credit is the maximum which may be applied toward graduation.

293 *Workshop* 1-6 sem. hrs.

Same as 193 except for senior-college students, who will be expected to do a more advanced type of work than those working at the junior-college level.

393 *Workshop* 1-6 sem. hrs.

Advanced workshop for juniors, seniors, and graduate students.

397 *Institute* 1-9 sem. hrs.

Federal and state-sponsored institutes or similar short term programs requiring treatment of subject matter of a special nature or for special groups. Credit will be given by the department offering the institute.

METCALF ELEMENTARY SCHOOL

TEACHING STAFF

Director: Vernon L. Replogle. Office: Metcalf Building 146.

Assistant Director: William B. Legge. Office: Metcalf Building 146.

Associate Director: Ernest E. Olson. Office: Fairchild Hall 105.

School Psychologist: George F. McCoy, Jr. Office: Metcalf Building 239.

Professors: George F. McCoy, Jr., Vernon L. Replogle.

Associate Professors: Paul F. Dohrmann (Health and Physical Education for Men), Thomas W. Floyd, Orrin J. Mizer (Biological Sciences), Mark R. Moran (Sociology-Anthropology).

Assistant Professors: Kenneth R. Beckman, Alma B. Bremer (Home Economics), Dorothy W. Clark (Speech), Ruth L. Cole, Frances L. Damm, Edna Engberg (Health and Physical Education for Women), Gertrude Erbe (Music), Louise Farmer, J. Anne Foreman (Foreign Languages), Alice L. Harris, Elizabeth A. Hughes, Larry D. Kennedy, Lowell J. Kuntz (Music), Alfred D. Larson, William B. Legge, Darryl T. Manning (Music), Faye E. Mansfield, Marjorie F. Martin, Inez L. Mauck, Barry E. Moore (Art), Alice R. Ogle (Art), Ernest E. Olson, Margaret Parret (Speech), Mary A. Richmond (Library), Mary A. Rozum, Luella E. Schultze, Alice Sheveland, Murray M. Short, Ethel G. Stein, Sadie B. Udstuen, Ethel Wooley, Donna J. Workman (Health and Physical Education for Women), Richard C. Youngs, Ruth Zimmerman (Library).

Instructors: Edward T. Anderson (Industrial Arts), Janis S. Bastain, Elsie L. Bryan (Home Economics), Hurlie D. Coose, Jerry D. Foster (Health and Physical Education for Men), Alonzo E. Hannaford (Industrial Arts), Dolores A. Hellweg (Health and Physical Education for Women), Janet C. Hildreth, Ruth L. Hulbert, Philip James (Art), Anita F. Jones, Marian E. Kelly, Patricia C. McAnally, Frank J. Morales (Foreign Languages), Mary E. Natale, Samuel R. Nicholls (Music), Beverly A. Nichols (Health and Physical Education for Women), William Paarlberg, Reba F. Penn, Barbara Pettit, S. Joann Stephens, Marlene C. Stewart (Music), Bonnie H. Talkington, Lo Anne Worth, Donald A. Zahler.

UNIVERSITY HIGH SCHOOL

TEACHING STAFF

Director: Harry D. Lovell. Office: University High School Building 229.

Associate Director: Ruth C. Huggins. Office: University High School Building 229.

Assistant Director: Lewis L. Legg. Office: University High School Building 229.

Professors: DeVerne H. Dalluge (Physics), Alice M. Eikenberry (History), Kermit M. Laidig (Geography), Harry D. Lovell.

Associate Professors: William D. Fuehrer (Foreign Languages), Ivo P. Greif (Elementary Education).

Assistant Professors: Frances M. Alexander (History), Adrian Baucom (Mathematics), Helen W. Benjamin (Business Education), Ruth Bird (Health and Physical Education for Women), Hermann W. Boeckmann (Mathematics), Margaret K. Bradford (Home Economics), Robert B. Brome (English), Lynn H. Brown (Mathematics), John R. Carlock (Biological Sciences), Conrad E. Carroll (Mathematics), Helen Chiles (Foreign Languages), Frank T. Chiodo (Health and Physical Education for Men), Albert H. Eckert (Mathematics), Raymond L. Fischer (Speech), Charles E. Gray (History), Ruth C. Huggins, Norene Kurth (Business Education), Lewis L. Legg, Michael Macesich (Chemistry), Raymond L. McKinty (Chemistry), Winifred S. Metzler (Library), Harold A. Moore (Biological Sciences), Peter A. Parmantie (English), Warren P. Quensel (Industrial Arts), Barbara Sailors (Health and Physical Education for Women), Jimmy D. Scott (Health and Physical Education for Men), George P. Warren (Physics), Robert R. Whited (Music), W. Perry Young (Industrial Arts).

Instructors: Robert W. Adams (Chemistry), B. Howard Arbes (Psychology), Richard N. Albert (English), Edward T. Anderson (Industrial Arts), Roy A. Beck (Speech), John D. Bishop (English), Jacquelyn H. Brigham (Psychology), John B. Buscher (Education), Joyce E. Cekander (Health and Physical Education for Women), Lawrence E. Connolly (Speech), John D. Conway (English), N. Marbeth Emswiler (Foreign Languages), Eileane H. Fielding (English), Spencer Gibbins (Special Education), George Girardi, Jr. (Health and Physical Education for Men), Jean K. Grever (Business Education), Roger E. Herberts (Industrial Arts), Alan N. Knofla (Business Education), Richard K. Litherland (Agriculture), Charles T. McComas (Foreign Languages), Kenard McPherson (Industrial Arts), S. Duncan Miller (Music), Richard L. Nimz (Education), William J. O'Neill (Health and Physical Education for Men), L. Louese Pilch (English), Thomas L. Ruud (Art), Paul R. Schmidt (Foreign Languages), Ellen M. Schneider (Library), Michael B. Shelly (English), Thomas W. Shilgalis (Mathematics), Donald L. Thompson (Foreign Languages), Rodolfo E. Vilaro (Foreign Languages), Philip K. Wilson (Health and Physical Education for Men).

THE FACULTY

The date following the name of the person indicates the year of joining the staff of this University.

- *** ELLEN M. ABSHIRE (1960) *Assistant Professor of Health and Physical Education for Women*
 M.S., Indiana University
- ROBERT W. ADAMS (1965) *Instructor in Chemistry*
 M.A.Ed., Washington University
- LAURA L. ADDISON (1962) *Assistant Librarian*
Assistant Professor of Library Science
 M.A., University of Denver
- RICHARD N. ALBERT (1963) *Instructor in English*
 M.S., University of Wisconsin
- FRANCES M. ALEXANDER (1945) *Assistant Professor of the Teaching of History*
 A.M., University of Illinois
- MABEL C. ALLEN (1929) *Assistant Professor of Speech*
 M.A., Northwestern University
- RICHARD E. ALLEN (1963) *Associate Professor of English*
 Ph.D., Washington University
- EDWARD T. ANDERSON (1965) *Instructor in Industrial Arts*
 M.S. in Ed., Illinois State University
- HAZELLE M. ANDERSON (1960) *Assistant Professor of Library Science*
 M.A., Northwestern University
- RICHARD J. ANDERSON (1966) *Instructor in Education*
 M.S.W., University of Illinois
- RICHARD H. ANDREW (1965) *Instructor in Speech*
 M.A., Bowling Green State University
- B. HOWARD ARBES (1965) *Director of Manchester Hall*
Instructor in Psychology
 M.A., Illinois State University
- DONALD J. ARMSTRONG (1966) *Assistant Professor of Music*
 M.M., The University of Texas
- § MARY S. ARNOLD (1939) *Assistant Professor and Supervising Teacher in the Metcalf School*
 A.M., University of Michigan
- ROBERT H. ARNOLD (1965) *Assistant Professor of Geography*
 M.A., Clark University
- WILLIAM D. ASHBROOK (1947) *Professor of Industrial Arts*
 Ph.D., University of Pittsburgh
- ERIC BABER (1965) *Professor of Education*
 Ed.D., Michigan State University
- APOLINARAS P. BAGDONAS (1966) *Instructor in Latin*
 M.A., University of Chicago
- DALLAS B. BAILEY (1966) *Acting Director of Men's Residence Halls*
Assistant Dean of Men, and Assistant Professor of Sociology
 Ph.D., Kent State University
- PAUL J. BAKER (1965) *Assistant Professor of Sociology*
 M.A., Kent State University

***Leave of absence, second semester, 1966-67.

§Leave of absence in 1966-67 school year. Deceased, September, 1966.

- K. GERALD BALLS (1963)
M.S., Utah State University
Assistant Professor of English
- WILSON P. BANKS (1963)
M.S., University of Illinois
Assistant Professor of Mathematics
- G. BRADFORD BARBER (1944)
Ph.D., Ohio State University
Professor of Speech
- GEORGE BARFORD (1947)
M.A., Teachers College, Columbia University
Associate Professor of Art
- BUFORD H. BASS (1951)
Ed.D., Louisiana State University
*Assistant Professor of Health and
Physical Education for Men*
- JANIS S. BASTAIN (1966)
M.S., Indiana State Teachers College
*Instructor and Supervising Teacher in the
Metcalf School*
- PAUL W. BATTY (1966)
M.A., Northern Illinois University
Instructor in Speech
- ADRIAN BAUCOM (1957)
M.A., University of Kentucky
Assistant Professor of Mathematics
- ROY A. BECK (1960)
M.S., Southern Illinois University
Instructor in Speech
- KENNETH R. BECKMAN (1960)
Adv. Cert. in Ed., University of Illinois
*Assistant Professor of Education and
Supervising Teacher, Neurological Impaired*
- * BARBARA A. BEGGS (1958)
M.A., Teachers College, Columbia University
*Assistant Professor and Supervising
Teacher, Deaf and Hard of Hearing*
- ROBERT S. BEHNKE (1966)
M.S. in Health and Safety, Indiana University
*Instructor in Health and Physical Education
for Men*
- CARL J. BELL (1967)
M.S. in Ed., Illinois State University
Instructor in Psychology
- CLAUDE A. BELL (1956)
Ed.D., University of Missouri
Associate Professor of Industrial Arts
- RALPH A. BELLAS (1965)
Ph.D., University of Kansas
Associate Professor of English
- FRANCIS B. BELSHE (1948)
Ph.D., Yale University
*Associate Dean of the Faculty
Professor of Education*
- HELEN W. BENJAMIN (1946)
M.A., Teachers College, Columbia
Assistant Professor of Business Education
- STEPHEN A. BENNETT (1965)
M.A.T., Indiana University
Instructor in Art
- JULIA J. BEWSEY (1960)
M.A., Indiana University
*Assistant Librarian
Instructor in Library Science*
- DOUGLAS R. BEY (1944)
Ph.D., University of Illinois
Professor of Mathematics
- C. ERIC BICKLEY (1953)
M.S., University of Wisconsin
Assistant Professor of Speech
- ALLIE WARD BILLINGSLEY (1949)
Ph.D., University of Illinois
Professor of Spanish
- RUTH BIRD (1950)
M.S., University of Illinois
*Assistant Professor of Health and
Physical Education for Women*

*Leave of absence in 1966-67 school year.

- * DALE E. BIRKENHOLZ (1962) *Associate Professor of Ecology*
Ph.D., University of Florida
- FERMAN BISHOP (1960) *Professor of English*
Ph.D., University of Wisconsin
- JOHN D. BISHOP (1966) *Instructor in English*
M.S. in Ed., Southern Illinois University
- LAWRENCE E. BITCON (1965) *Assistant Professor of Health and Physical Education for Men*
Ed.D., University of Arkansas
- WARREN J. BLACKSTONE (1966) *Assistant Professor of History*
M.A., Brandeis University
- E. SCOTT BLANKENSHIP (1956) *Professor of Education*
Ph.D., Ohio State University
- * PATRICIA A. BLEIDT (1960) *Resident Director of Atkin Hall*
Instructor in Music
M.Mus., University of Oklahoma
- ROGER D. BLOMGREN (1949) *Professor of Industrial Arts*
Ed.D., University of Illinois
- JOHN K. BOAZ (1965) *Assistant Professor of Speech*
M.A., Wayne State University
- WALTER F. BOCK (1966) *Instructor in Art*
M.A., University of California, Berkeley
- HERMANN W. BOECKMANN (1965) *Assistant Professor of Mathematics*
M.S. in Ed., Illinois State University
- ARTHUR D. BOND (1966) *Associate Professor of Chemistry*
Ph.D., University of Oregon
- RICHARD R. BOND (1966) *Vice President for Academic Affairs and Dean of the Faculty*
Professor of Zoology
Ph.D., University of Wisconsin
- ROBERT G. BONE (1956) *President*
Professor of History
Ph.D., University of Illinois
- HAROLD J. BORN (1961) *Head of the Department of Physics*
Professor of Physics
Ph.D., Iowa State University
- HAROLD E. BOYD (1965) *Assistant Professor of Art*
M.F.A., University of Kansas
- MARGARET K. BRADFORD (1951) *Assistant Professor of Home Economics*
M.S., Colorado State College
- DORIS F. BRAINARD (1962) *Assistant Librarian*
Instructor in Library Science
M.S., University of Illinois
- PAUL J. BRAND (1958) *Professor of Geography*
Ed.D. in Geography, Teachers College, Columbia University
- ALMA B. BREMER (1950) *Assistant Professor of Home Economics*
A.M., University of Illinois
- JACQUELYN H. BRIGHAM (1967) *Instructor in Psychology*
M.S., Illinois State University
- THOMAS A. BRIGHAM (1963) *Administrative Assistant Director of Computer Services*
Assistant Professor of Business Education
M.S., Northern Illinois University

*Leave of absence in 1966-67 school year.

- BENTON K. BRISTOL (1965)
D.Ed., The Pennsylvania State University
Associate Professor of Agriculture
- HERMAN E. BROCKMAN (1963)
Ph.D., Florida State University
Associate Professor of Genetics
- ROBERT B. BROME (1954)
M.A., Colorado State College
Assistant Professor of English
- EDNA C. BROWN (1964)
M.S. in Ed., Illinois State University
Instructor in Education
- FRANCIS R. BROWN (1949)
Ed.D., University of Illinois
Director of Extension and Field Services
Professor of Mathematics
- LYNN H. BROWN (1960)
M.S., State University of Iowa
Assistant Professor of Mathematics
- R. ELIZABETH BROWN (1955)
Ph.D., Northwestern University
Professor of Psychology
- WALTER H. BROWN (1955)
Ph.D., University of Illinois
Professor of Botany
- LEONARD A. BRUBAKER (1964)
Ph.D., The Ohio State University
Associate Professor of Education
- JAMES F. BRUBECK (1956)
M.A., Ball State University
Assistant Professor of Business Education
- LEONARD F. BRUENING (1964)
Ph.D., Purdue University
Associate Professor of Mathematics
- JAMES S. BRUNO (1966)
M.S. in Ed., Illinois State University
Assistant Director of Financial Aids
Instructor in Education
- ELSIE L. BRYAN (1960)
M.S., Illinois State University
Instructor in Home Economics
- ROSE B. BUEHLER (1930)
Ed.D., Teachers College, Columbia University
Professor of Education
- CECILIA P. BUNNEY (1945)
Ph.D., State University of Iowa
Director of Museums and Professor
- ROGER K. BUNTING (1966)
Ph.D., The Pennsylvania State University
Assistant Professor of Chemistry
- JOHN B. BUSCHER (1966)
M.S. in Ed., Illinois State University
Instructor in Education
- ELIZABETH M. CALHOUN (1963)
M.M., Illinois Wesleyan University
Instructor in Music
- EDITH F. CANNING (1963)
M.S., University of Wisconsin
Instructor in Education
Supervisor of Off-campus Student Teaching
- GEORGE R. CANNING, JR. (1958)
Ph.D., University of Wisconsin
Professor of English
- R. JERRY CANTLON (1965)
M.A., University of Colorado
Assistant Professor of Education
- JAMES D. CARL (1963)
Ph.D., University of Illinois
Assistant Professor of Geology
- JOHN R. CARLOCK (1951)
M.S. in Ed., Illinois State University
Assistant Professor of Biological Sciences
- LESSIE CARLTON (1955)
D.Ed., The University of Houston
Professor of Education

- EDMUND J. CARNEY (1965)
A.M., University of Cincinnati
Instructor in Foreign Languages
- DOROTHY H. CARRINGTON (1961)
Ed.D., Florida State University
Director of Residence Halls for Women
Assistant Dean of Women
Associate Professor of Psychology
- CONRAD E. CARROLL (1957)
M.A., Murray State College, Kentucky
Assistant Professor of Mathematics
- VALJEAN M. CASHEN (1961)
Ed.D., Colorado State College
Associate Professor of Psychology
- HELEN M. CAVANAGH (1946)
Ph.D., University of Chicago
Professor of History
- JOYCE E. CEKANDER (1966)
M.A., Colorado State College
Instructor in Health and Physical Education for Women
- MERRITT M. CHAMBERS (1966)
Ph.D., Ohio State University
Visiting Lecturer in the Department of Educational Administration
- ROGER J. CHAMPAGNE (1960)
Ph.D., University of Missouri
Head of the Department of History
Associate Professor of History
- ROBERT M. CHASSON (1965)
Ph.D., University of Missouri
Associate Professor of Botany
- JOSEPH B. CHEPAITIS (1966)
M.A., Georgetown University
Instructor in History
- PATRICIA A. CHESEBRO (1963)
Ph.D., University of Illinois
Assistant Professor of Psychology
- HELEN CHILES (1948)
A.M., University of Illinois
Assistant Professor of Latin
- FRANK T. CHIODO (1963)
M.S. in Ed., Illinois State University
Assistant Professor of Health and Physical Education for Men
- CHERYL G. CHMELIK (1966)
M.S., Illinois State University
Instructor in Speech
- DOROTHY W. CLARK (1964)
A.M., University of Michigan
Assistant Professor of Speech
- FAITH CLARK (1962)
M.A., New York University
Assistant Professor of Health and Physical Education for Women
- HERBERT E. CLARK (1966)
Ph.D., Purdue University
Associate Professor of Psychology
- C. MORTON CLIFF (1964)
M.A., Bradley University
Assistant Professor of Speech
- IRA COHEN (1965)
B.A., City College of New York
Assistant Professor of History
- * RUTH L. COLE (1944)
M.A., Northwestern University
Assistant Professor and Supervising Teacher in the Metcalf School
- JAMES E. COLLIE (1957)
P.E.D., Indiana University
Professor of Health and Physical Education for Men
- THOMAS E. COMFORT (1965)
Ph.D., University of Illinois
Head of the Department of Foreign Languages
Professor of French

*Leave of absence in 1966-67 school year.

- ARNOLD C. CONDON (1964)
Ph.D., New York University
Professor of Business Education
- LAWRENCE E. CONNOLLY (1964)
A.M., University of Illinois
Instructor in Speech
- JOHN D. CONWAY (1965)
M.A., Illinois State University
Instructor in English
- RONALD L. COOK (1962)
M.S. in Ed., Western Illinois University
Assistant Professor of Chemistry
- HURLIE D. COOSE (1963)
M.Ed., University of Illinois
*Instructor and Supervising Teacher
Intermediate Educable Mentally Handicapped*
- ROBERT W. COSGROVE (1965)
M.A., Purdue University
Instructor in English
- CARROL B. COX (1961)
Ph.D., University of Michigan
Assistant Professor of English
- DELANO K. COX (1966)
Ph.D., University of Illinois
Assistant Professor of Botany
- * DOROTHY COX (1957)
M.A., George Peabody College for Teachers
*Assistant Professor and Supervising
Teacher in the Metcalf School*
- CHARLES E. COYNE (1966)
Ed.D., North Texas State University
*Supervisor of Off-campus Student Teaching
Assistant Professor of Education*
- JOHN C. CRALLEY (1963)
Ph.D., University of Illinois
Assistant Professor of Zoology
- ROBERT L. CRAMER (1958)
M.S. in Ed., Illinois State University
Assistant Professor of Physics
- LARRY M. CRAWFORD (1965)
M.S.Ed., Purdue University
*Admissions Counselor and
Instructor in Education*
- JOHN E. CREW (1963)
Ph.D., University of Illinois
Associate Professor of Physics
- WARREN S. CREWS (1951)
M.S. in Ed., Illinois State University
*Assistant Professor of Health and
Physical Education for Men*
- ROBERT L. CRIST (1962)
Ph.D., Purdue University
Professor of Psychology
- LUCILE Z. CROSBY (1940)
M.S. in L.S., Library School, University of Illinois
*Assistant Librarian
Assistant Professor of Library Science*
- DONALD R. CROSS (1966)
M.S. in Ed., Southern Illinois University
*Assistant Professor of Health and Physical
Education for Men*
- RICHARD D. CRUMLEY (1962)
Ph.D., University of Chicago
Associate Professor of Mathematics
- ALFRED A. CULVER (1961)
Ph.D., Purdue University
Associate Professor of Agriculture
- GERALD A. CURL (1963)
M.S., University of Illinois
*Director of Financial Aids
Instructor in Business Education*
- ANNA L. CURTIS (1966)
M.S., Purdue University
Instructor in Home Economics

- DeVERNE H. DALLUGE (1947) *Professor of Physics*
Ed.D., University of Kentucky
- FRANCES L. DAMM (1948) *Assistant Professor and Supervising Teacher in the Metcalf School*
M.S. in Ed., University of Wisconsin
- KEITH C. DAVIDSON (1959) *Assistant Professor of Speech*
M.A., Teachers College, Columbia University
- LILLIAN S. DAVIES (1963) *Associate Professor of Education*
Ph.D., University of Minnesota
- DONALD E. DAVIS (1964) *Assistant Professor of History*
A.M., Indiana University
- FLORENCE P. DAVIS (1952) *Head of the Department of Home Economics*
Professor of Home Economics
Ph.D., University of Chicago
- FREDERICK DAVISON (1966) *Instructor in Business Education*
M.S. in Ed., Eastern Illinois University
- NANCY H. DEIGHTON (1966) *Instructor in Health and Physical Education for Women*
M.Ed. in P.E., University of Oklahoma
- CURTIS L. DENNY (1964) *Assistant Director for Registration and Statistics*
Assistant Professor of Education
M.S. in Ed., Southern Illinois University
- ELEANOR DILKS (1952) *Professor of Zoology*
Ph.D., University of Wisconsin
- CLAUDE M. DILLINGER (1944) *Special Assistant to the Dean of the Faculty*
Professor of Psychology
Ph.D., University of Missouri
- NORMAN G. DINGES (1966) *Instructor in Psychology*
M.S., Fort Hays Kansas State College
- LILLIAN N. DOCHTERMAN (1963) *Assistant Professor of Art*
Ph.D., State University of Iowa
- * JOHN J. DOERR (1964) *Assistant Professor of Psychology*
M.Ed., Kent State University, Ohio
- ** C. LEROY DOHLEMAN (1964) *Instructor in Business Education*
M.Ed., University of Illinois
- PAUL F. DOHRMANN (1961) *Associate Professor of Health and Physical Education for Men*
Ph.D., State University of Iowa
- REX E. DORETHY (1966) *Instructor in Art*
M.S., Illinois State University
- LEVEN M. DOWDALL (1957) *Assistant Professor of Industrial Arts*
M.S. in Ed., Illinois State University
- JAMES R. DOWNING (1962) *Assistant Professor of Mathematics*
M.A., University of Illinois
- GERTRUDE C. DRAKE (1967) *Associate Professor of Latin*
Ph.D., Cornell University
- PAULINE S. DRAWVER (1956) *Associate Professor of English*
Ph.D., University of Illinois
- GEORGE M. DREW, JR. (1962) *Professor of Education*
Ph.D., University of Iowa

*Leave of absence in 1966-67 school year.

**Leave of absence, first semester, 1966-67.

- ROBERT L. DUNCAN (1961)
Ph.D., Indiana University
Associate Professor of English
- ROBERT C. DUTY (1963)
Ph.D., State University of Iowa
Associate Professor of Chemistry
- LEO E. EASTMAN (1954)
Ed.D., University of North Dakota
Head of the Department of Education
Professor of Education
- WILLIAM W. EASTON (1964)
M.A., University of Denver
Assistant Librarian
Assistant Professor of Library Science
- SCOTT C. EATHERLY (1962)
M.S., University of Wisconsin
Assistant Professor of English
- ALICE L. EBEL (1934)
Ph.D., University of Illinois
Head of the Department of Political Science
Professor of Political Science
- DORATHY ECKELMANN (1945)
Ph.D., University of Iowa
Director of Speech Clinic
Professor of Speech
- ALBERT H. ECKERT (1955)
M.S., University of Illinois
Assistant Professor of Mathematics
- ORLYN P. EDGE (1966)
Ph.D., University of Iowa
Associate Professor of Mathematics
- CHARLES W. EDWARDS (1964)
Ph.D., State University of Iowa
Associate Professor of Education
- PHILIP P. EDWARDS (1965)
M.A., George Peabody College for Teachers
Assistant Professor of Physics
- THOMAS F. EDWARDS (1957)
Ed.D., Michigan State University
Assistant Professor of Chemistry
- ELWOOD F. EGELSTON (1962)
D.Ed., University of Oregon
Professor of Education
- ALICE M. EIKENBERRY (1945)
Ed.D., Teachers College, Columbia University
Professor of the Teaching of History
- FRANCES E. ELFSTRAND (1966)
LL.B., University of Illinois
Assistant Professor of Business Education
- RALPH A. ELLIOTT (1963)
M.D., Northwestern University Medical School
Doctor in Health Service
Associate Professor
- MARY E. ELMENDORF (1957)
M.S., University of Wisconsin
Instructor in Education
- N. MARBETH EMSWILER (1965)
M.A., State University of Iowa
Instructor in French
- CAROLE A. ENDSLEY (1966)
M.A., Harvard University
Instructor in Mathematics
- EDNA ENGBERG (1951)
M.Ed., University of Michigan
Assistant Professor of Health and
Physical Education for Women
- GERTRUDE ERBE (1949)
M.M., Northwestern University
Assistant Professor of Music
- JOHN H. ESBIN, JR. (1962)
A.M., University of Illinois
Academic Assistant Director of Computer Services
Instructor in Mathematics

- MARCIA D. ESCOTT (1966) *Instructor in English*
M.A., Ball State University
- STANLEY B. ESCOTT (1966) *Administrative Assistant to the Dean of Students*
Assistant Professor of Psychology
Ph.D., Purdue University
- RAYMOND W. ESWORTHY (1949) *Coordinator of Budgets*
Professor of Business Education
Ph.D., University of Illinois
- * G. EDWARD EVANS (1965) *Assistant Librarian*
Assistant Professor of Library Science
M.A., University of Minnesota
- ** G. HARLOWE EVANS (1946) *Professor of Chemistry*
Ph.D., University of Michigan
- DOROTHY S. FAGERBURG (1957) *Assistant Professor of Library Science*
M.A., Occidental College
- LLOYD W. FARLEE (1962) *Assistant Professor of Music*
Ph.D., University of Iowa
- LOUISE FARMER (1951) *Assistant Professor and Supervising*
Teacher in the Metcalf School
M.S. in Ed., University of Illinois
- ETHEL G. FEICKE (1962) *Assistant Dean of Women*
Assistant Professor of Education
M.S. in Ed., Illinois State University
- *DOROTHY E. FENSHOLT (1951) *Professor of Botany*
Ph.D., Northwestern University
- A. GORDON FERGUSON (1964) *Associate Professor of Spanish*
Ph.D., University of Nebraska
- JOHN W. FERRELL (1961) *Associate Professor of Music*
Ph.D., State University of Iowa
- EDMUND F. FICEK (1966) *Instructor in Business Education*
LL.B., University of Illinois
- EILEANE H. FIELDING (1961) *Instructor in English*
M.S. in Ed., Illinois State University
- HOWARD I. FIELDING (1944) *Professor of English*
Ph.D., University of Wisconsin
- RAYMOND L. FISCHER (1958) *Assistant Professor of Speech*
M.S. in Ed., Eastern Illinois University
- GARY L. FISH (1966) *Instructor in Business Education*
M.A.S., University of Illinois
- JAMES L. FISHER (1960) *Vice President for Information Services*
Executive Assistant to the President
Associate Professor of Psychology
Ph.D., Northwestern University
- JEANNE W. FITCH (1966) *Instructor in Biological Sciences*
M.A., The University of Nebraska
- KENNETH L. FITCH (1963) *Associate Professor of Anatomy*
Ph.D., University of Michigan
- EUGENE D. FITZPATRICK (1965) *Director of Computer Center*
Associate Professor of Psychology
Ed.D., Colorado State College of Education

*Leave of absence in 1966-67 school year.

**Leave of absence, first semester, 1966-67.

- THOMAS W. FLOYD (1954)
Ed.D., University of Illinois
*Associate Professor and Supervising
Teacher in the Metcalf School*
- GEORGE P. FOELLER (1960)
M.A., University of Connecticut
Assistant Professor of Music
- J. ANNE FOREMAN (1958)
M.A., University of Illinois
Assistant Professor of French
- GEORGE M. FOSTER (MISS) (1965)
M.A., Abilene Christian College
Assistant Professor of Speech
- JERRY D. FOSTER (1965)
M.S. in Ed., Northern Illinois University
*Instructor in Health and Physical Education
for Men*
- TERRY M. FRAME (1965)
M.S., University of Colorado
Instructor in Business Education
- AUDREY B. FRANCIS (1966)
M.A., The University of Iowa
Instructor in Education
- CHARLES E. FRANCIS (1966)
M.A., Western Michigan University
Instructor in Industrial Arts
- JOHN L. FREHN (1962)
Ph.D., The Pennsylvania State University
Associate Professor of Physiology
- BERNICE C. FREY (1930)
Ph.D., University of Iowa
*Professor of Health and Physical
Education for Women*
- RUTH M. FREYBERGER (1951)
Ed.D., The Pennsylvania State University
Professor of Art
- WALTER H. FRIEDHOFF (1958)
Ph.D., State University of Iowa
*Head of the Department of Psychology
Professor of Psychology*
- LEO H. FRIGO (1966)
M.D., Chicago Medical School
Doctor in Health Service and Associate Professor
- WILLIAM FRINSKO (1961)
Ed.D., Wayne State University
Professor of Education
- HAROLD E. FRYE (1931)
M.A., New York University
*Assistant Professor of Health and
Physical Education for Men*
- WILLIAM D. FUEHRER (1963)
Ph.D., University of Michigan
Associate Professor of German
- FREDERICK W. FUESS (1963)
Ph.D., Michigan State University
Associate Professor of Agriculture
- VYTAS V. GAICALAS (1965)
Ph.D., University of Colorado
Associate Professor of French
- BERYL T. GALAWAY (1948)
A.M.L.S., University of Michigan
*Assistant Librarian
Assistant Professor of Library Science*
- CHARLES R. GALE (1965)
A.M., Columbia University
Instructor in English
- ROBERT J. GARDULA (1964)
M.A., Clark University
Assistant Professor of Geography
- CONSTANCE J. GEVERT (1966)
M.A., University of Minnesota
Instructor in English
- JOHN A. GELCH (1962)
M.S. in Ed., Southern Illinois University
*Assistant Professor of Health and Physical
Education for Men*

- SPENCER GIBBINS (1964) *Instructor in Education*
M.S., Illinois State University
- HAROLD E. GIBSON (1950) *Vice President for Special Services*
Director of the Bureau of Appointments
Acting Dean of the College of
Applied Science and Technology
Professor of Education
- Ed.D., University of Missouri
- HANS M. GILDE (1966) *Instructor in German*
M.A., University of Nebraska
- MARJORIE B. GILES (1966) *Director of Atkin Hall and Instructor in Education*
M.A., McCormick Theological Seminary
- ARLEY F. GILLET (1944) *Head of the Department of Health and*
Physical Education for Men and
Director of Athletics
Professor of Health and Physical
Education for Men
- P.E.D., Indiana University
- * JOHN W. GILLIS (1959) *Assistant Dean of Students and Dean of Men*
Associate Professor of Psychology
- Ph.D., Purdue University
- HAL M. GILMORE (1956) *Assistant Professor of Mathematics*
M.A., Western Kentucky State College
- VICTOR E. GIMMESTAD (1948) *Head of the Department of English*
Professor of English
- Ph.D., University of Wisconsin
- GEORGE GIRARDI, JR. (1963) *Instructor in Health and Physical*
Education for Men
- M.S., Illinois State University
- WILLIAM J. GNAGEY (1961) *Professor of Psychology*
Ph.D., Wayne State University
- BARBARA L. GOEBEL (1965) *Instructor in Psychology*
M.A., Illinois State University
- CHARLES E. GRAY, JR. (1959) *Assistant Professor of History*
M.A., University of Arkansas
- MIRIAM GRAY (1946) *Professor of Health and Physical*
Education for Women
- Ed.D., Teachers College, Columbia University
- GLEN E. GREENSETH (1960) *Instructor in Physics*
M.A., Washington University
- IVO P. GREIF (1961) *Associate Professor of Education*
Ed.D., Wayne State University
- GLENN A. GREVER (1965) *Instructor in English*
M.S. in Ed., Illinois State University
- JEAN K. GREVER (1963) *Instructor in Business Education*
M.S., Illinois State University
- RUSSELL K. GRIGORY (1965) *Assistant Professor of History*
M.A., University of Southern California
- GLENN S. GRITZMACHER (1962) *Assistant Librarian*
Assistant Professor of Library Science
- M.S. in L.S., University of Wisconsin

*Leave of absence in 1966-67 school year.

†Requirements completed; degree to be conferred in June, 1967.

- MARLENE M. GRUENEWALD (1965) *Director of Whitten Hall
Instructor in Education*
M.S. in Ed., Southern Illinois University
- STANLEY E. GRUPP (1957) *Assistant Professor of Sociology*
†Ph.D., Indiana University
- JACQUELYN A. GUNDERSEN (1965) *Instructor in Art*
M.S., University of Wisconsin
- CLARA L. GUTHRIE (1932) *Assistant Librarian
Assistant Professor of Library Science*
M.S. in L.S., Library School, University of Illinois
- PERRY HACKETT (1949) *Assistant Professor of Music*
M.Mus., Northwestern University
- DEAN S. HAGE (1959) *Professor of Education*
Ph.D., State University of Iowa
- VIRGINIA R. HAGER (1966) *Supervisor of Off-campus Student Teaching
Instructor in Education*
M.S. in Ed., Illinois State University
- BARBARA C. HALL (1957) *Professor of Health and Physical
Education for Women*
Ed.D., Teachers College, Columbia University
- JUDITH B. HALL (1964) *Instructor in Health and Physical
Education for Women*
M.S., University of Oregon
- JAMES A. HALLAM (1966) *Associate Professor of Business Education*
Ph.D., University of Iowa
- ALONZO E. HANNAFORD (1966) *Instructor in Industrial Arts*
M.S. in Ed., Illinois State University
- RICHARD A. HANUS (1966) *Instructor in English*
M.A., Purdue University
- WARREN R. HARDEN (1954) *Head of the Department of Economics
Associate Professor of Economics*
Ph.D., Indiana University
- CLARENCE W. HARDIMAN (1964) *Associate Professor of Physiology*
Ph.D., Florida State University
- DORIS M. HARDINE (1947) *Assistant Professor of Music*
M.M., Eastman School of Music
- ALICE O. HARRIS (1952) *Assistant Professor and Supervising
Teacher—Primary Educable Mentally Handicapped*
M.S. in Ed., University of Illinois
- ARCHIBALD HARRIS (1957) *Assistant Professor of Health and Physical
Education for Men*
M.A., State University of Iowa
- ROBERTA L. HARRISON (1966) *Assistant Librarian and Assistant Professor
of Library Science*
M.S.L.S., Columbia University School of Library Service
- RICHARD R. HART (1961) *Associate Professor of Geology*
Ph.D., State University of Iowa
- W. DOUGLAS HARTLEY (1954) *Assistant Professor of Art*
M.F.A., Indiana University
- MARY ANN HARVEY (1966) *Assistant Director of Haynie Hall
Instructor in Education*
M.S. in Ed., Western Illinois University

- ROBERT G. HATHWAY (1966) *Associate Professor of Mathematics*
Ph.D., University of Wisconsin
- JOHN E. HAWSE (1965) *Assistant Professor of Industrial Arts*
Ed.D., Colorado State College
- M. AFAK HAYDAR (1965) *Assistant Professor of Political Science*
M.A., Southern Illinois University
- KELLY R. HEARN (1966) *Director of Fell Hall and Instructor in Education*
M.Ed., Ohio University
- JOHN M. HEISSLER, JR. (1961) *Associate Professor of English*
Ph.D., University of Illinois
- CARL D. HELDT (1948) *Assistant Professor of Health and Physical Education for Men*
M.P.E., Purdue University
- ARLAN C. HELGESON (1951) *Dean of the Graduate School Professor of History*
Ph.D., University of Wisconsin
- CANDACE A. HELGESON (1966) *Instructor in English*
A.M., University of Illinois
- DOLORES A. HELLWEG (1965) *Instructor in Health and Physical Education for Women*
M.S. in P.E., University of California
- ROBERT E. HEMENWAY (1964) *Associate Professor of Education*
D.Ed., Boston University School of Education
- DORIS E. HENDERSON (1966) *Instructor in Health and Physical Education for Women*
M.A., Northwestern University
- JANET K. HENDERSON (1966) *Instructor in English*
†M.A., Western Illinois University
- RUTH HENLINE (1926) *Professor of English*
Ph.D., Northwestern University
- ROGER E. HERBERTS (1963) *Instructor in Industrial Arts*
M.S. in Ed., Illinois State University
- HENRY J. HERMANOWICZ (1959) *Acting Dean of the College of Education Professor of Education*
Ed.D., Teachers College, Columbia University
- HOWARD R. HETZEL (1962) *Associate Professor of Zoology*
Ph.D., University of Washington
- CHARLES R. HICKLIN (1960) *Professor of Education*
Ed.D., University of Illinois
- TROY L. HICKS (1965) *Associate Professor of Mathematics*
Ph.D., University of Cincinnati
- LYNNE P. HIGGINS (1963) *Instructor in Health and Physical Education for Women*
M.A., State University of Iowa
- JANET C. HILDRETH (1965) *Instructor and Supervising Teacher Older Physically Handicapped*
M.S. in Ed., Illinois State University
- EUGENE L. HILL (1930) *Professor of Health and Physical Education for Men*
Ed.D., Colorado State College of Education

*Leave of absence in 1966-67 school year.

†Requirements completed; degree to be conferred in June, 1967.

- JOHN S. HILL (1962) *Associate Professor of English*
Ph.D., University of Wisconsin
- RICHARD K. HILLIS (1967) *Instructor in Art*
M.F.A., Ohio University
- WILLIAM L. HINRICHS (1965) *Instructor in Education*
M.S., Illinois State University
- NORMAN J. HOCKING (1963) *Instructor in English*
M.S., Purdue University
- ROBERT A. HOGAN (1963) *Associate Professor of Psychology*
D.Ed., Western Reserve University
- ROBERT E. HOLDRIDGE (1965) *Assistant Professor of Education*
Ed.M., University of South Dakota
- JOY A. HOLM (1966) *Assistant Professor of Art*
M.S.A.E., Illinois Institute of Technology—The Institute of Design
- J. ALAN HOLMAN (1961) *Associate Professor of Vertebrate
Zoology and Herpetology*
Ph.D., University of Florida
- FRANK J. HOLMES (1962) *Associate Professor of Psychology*
Ph.D., New York University
- ROGER M. HOLMES (1966) *Director of Walker Hall and Instructor in Education*
M.S. in Ed., Indiana University
- EUGENE A. HOLTMAN (1964) *Assistant Librarian
Assistant Professor of Library Science*
A.M.L.S., University of Michigan
- * ROBERT H. HOLTZMAN (1963) *Assistant Professor of Education*
M.Ed., University of Illinois
- MAX L. HONN (1932) *Assistant Director of University Press
Assistant Professor of Printing*
M.S., The Pennsylvania State University
- M. CHRISTINE HOOPER (1964) *Instructor in English*
M.A., Illinois State University
- F. LOUIS HOOVER (1944) *Head of the Department of Art
Professor of Art*
Ed.D., New York University
- JAMES E. HOUSE (1966) *Assistant Professor of Chemistry*
M.A., Southern Illinois University
- MARY E. HOVAS (1965) *Instructor in English*
M.A., University of South Carolina
- BONITA K. HOWARD (1966) *Instructor in Health and Physical Education
for Women*
M.S. in Ed., Southern Illinois University
- JAMES M. HOWARD (1966) *Assistant Professor of Education*
M.A. in Ed., University of Kentucky
- MERLE R. HOWARD (1966) *Assistant Professor of Speech*
†M.S., Southern Illinois University
- VERNA A. HOYMAN (1946) *Assistant Professor of English*
M.A. in Ed., Northwestern University
- QUINN L. HRUDKA (1962) *Supervisor of Off-Campus Student Teaching
Associate Professor of Education*
Ed.D., Indiana University
- BENJAMIN C. HUBBARD (1961) *Professor of Education*
Ed.D., University of Alabama

- ** WAYNE V. HUEBNER (1960)**
Ph.D., University of Minnesota
Associate Professor of English
- RUTH C. HUGGINS (1937)**
Ed.M., Harvard University
*Associate Director of University High School
Assistant Professor of the Teaching of English*
- ELIZABETH A. HUGHES (1954)**
M.Ed., Wayne State University
*Assistant Professor and Supervising
Teacher—Partially Seeking*
- RUTH L. HULBERT (1966)**
M.A., New Jersey State Teachers College at Montclair
*Instructor and Supervising Teacher in the
Metcalf School*
- RICHARD E. HULET (1956)**
Ed.D., University of Illinois
*Vice President for Student Services
Dean of Students and Professor of Education*
- RAYMOND H. HUNT (1965)**
Ph.D., University of Illinois
Associate Professor of Chemistry
- MARY M. HUSER (1966)**
Ed.D., University of Illinois
*Supervisor of Off-campus Student Teaching
Associate Professor of Education*
- BARBARA B. HUTCHINSON (1966)**
Ph.D., University of Utah
Associate Professor of Speech
- JACK R. HUTSLAR (1966)**
M.S. in Ed., Indiana University
*Supervisor of Off-campus Student Teaching
and Instructor in Education*
- SAMUEL HUTTER (1955)**
M.S., University of Illinois
Assistant Professor of Psychology
- VIRGIL R. HUTTON (1960)**
Ph.D., University of Michigan
Assistant Professor of English
- LUCILE HYNEMAN (1959)**
A.M., Columbia University
Assistant Professor of English
- THADDEUS C. ICHNIOWSKI (1961)**
Ph.D., Purdue University
Professor of Chemistry
- E. CARMEN IMEL (1964)**
Ph.D., University of Iowa
*Assistant Professor of Health and Physical
Education for Women*
- JOHN E. INGALLS (1966)**
Ph.D., Bradley University
Associate Professor of Education
- JANE W. IRVIN (1966)**
M.Ed., University of Illinois
Instructor in Business Education
- JEAN D. IRVIN (1966)**
M.A., Ohio State University
*Instructor in Health and Physical Education
for Women*
- RICHARD F. IRVIN (1961)**
M.S. in Ed., Illinois State University
*Assistant Professor of Health and Physical
Education for Men*
- LESLIE M. ISTD (1940)**
Ph.D., Indiana University
Professor of Music
- DOLORES J. IVANCHICH (1966)**
M.M., University of Wisconsin
Instructor in Music
- HOWARD J. IVENS (1934)**
Ph.D., University of Michigan
*Director of Admissions and Records
Professor of Physics*

**Leave of absence, first semester, 1966-67.

- BRYANT H. JACKSON (1960)
M.S. in L.S., University of Southern California
Associate Director of Libraries
Assistant Professor of Library Science
- DONETTE D. JACKSON (1966)
M.A., University of Kentucky
Instructor in Business Education
- HARRY O. JACKSON (1955)
M.S. in Ed., Illinois State University
Assistant Professor of Biological Sciences
- DOROTHY A. JACOBS (1963)
A.M., Colorado State College
Assistant Professor of English
- EUGENE S. JACOBS (1962)
A.M., State University of South Dakota
Assistant Professor of Mathematics
- MARY L. JACOBS (1966)
M.S. in Ed., Illinois State University
Assistant Director of Hewett Hall and
Instructor in Education
- JEANNIE H. JAMES (1959)
D.Ed., Pennsylvania State University
Associate Professor of Home Economics
- KENNETH E. JAMES (1962)
Ed.D., University of Missouri
Associate Professor of Agriculture
- PHILIP JAMES (1963)
M.A., Teachers College, Columbia University
Instructor in Art
- DAVID L. JANOVY (1964)
Ph.D., University of Nebraska
Assistant Professor of Sociology
- D. REED JENSEN (1966)
Ph.D., Utah State University
Assistant Professor of Physiology
- LOIS R. JETT (1962)
M.S., Southern Illinois University
Instructor in Home Economics
- MILFORD C. JOCHUMS (1948)
Ph.D., University of Illinois
Professor of English
- BLOSSOM JOHNSON (1945)
Ed.D., University of Missouri
Professor of Home Economics
- ERIC H. JOHNSON (1958)
Ed.D., University of Illinois
Vice President for Administrative Affairs
Professor of Education
- HENRY C. JOHNSON (1966)
B.D., Nashotah House Theological Seminary, Nashotah, Wisconsin
Assistant Professor of Education
- JAMES J. JOHNSON (1966)
Ph.D., Northwestern University
Assistant Professor of Psychology
- RONALD W. JOHNSON (1965)
M.A., Colorado State University
Instructor in English
- JOHN L. JOHNSTON (1956)
Ed.D., University of Missouri
Professor of Industrial Arts
- ANITA F. JONES (1962)
M.S. in Ed., Illinois State University
Instructor and Supervising Teacher
in the Metcalf School
- MARGARET L. JONES (1956)
Ph.D., University of Wisconsin
Professor of Health and Physical
Education for Women
- MARGARET JORGENSEN (1949)
M.A., University of Denver
Assistant Professor of Psychology
- DONALD S. KACHUR (1966)
M.S. in Ed., Indiana University
Supervisor of Off-campus Student Teaching
and Instructor in Education

- FREDERICK D. KAGY (1965) *Associate Professor of Industrial Arts*
Ed.D., University of Wyoming
- JACQUELINE Q. KARCH (1957) *Associate Professor of Home Economics*
Ed.D., Washington University
- ILA KARR (1952) *Assistant Librarian*
Assistant Professor of Library Science
M.A., University of Denver Library School
- ANNA L. KEATON (1937) *Associate Dean of Students and Dean of Women*
Professor of English
Ph.D., University of Chicago
- BENJAMIN J. KEELEY (1952) *Acting Dean of the College of Arts and Sciences*
Professor of Sociology
Ph.D., University of Nebraska
- ELLEN D. KELLY (1957) *Professor of Health and Physical Education for Women*
Ph.D., State University of Iowa
- MARIAN E. KELLY (1964) *Instructor in Health and Physical Education for Women*
Physical Therapist
M.S. in Ed., Purdue University
- BENNY B. KEMP (1963) *Assistant Professor of Music*
M.M., Indiana University
- FRANCIS C. KENEL (1961) *Assistant Professor of Industrial Arts*
M.A., Michigan State University
- LARRY D. KENNEDY (1962) *Assistant Professor and Supervising Teacher in the Metcalf School*
M.A., Ball State University
- WILLIAM N. KENNEDY (1962) *Assistant Professor of Latin*
M.S. in Ed., Illinois State University
- BETTY J. KEOUGH (1955) *Associate Professor of Health and Physical Education for Women*
Ph.D., State University of Iowa
- SHARON P. KEWISH (1966) *Instructor in English*
M.S., Western Illinois University
- MARY J. KIDD (1966) *Instructor in Art*
M.F.A., Southern Illinois University
- LAWRENCE W. KINNEY (1965) *Instructor in Music*
M. of Mus.Ed., Wichita State University
- ESTHER E. KIRCHHOEFER (1949) *Assistant Director for Records*
Assistant Professor of Education
M.A., University of Chicago
- JOHN H. KIRCHNER (1964) *Associate Professor of Psychology*
Ph.D., Northwestern University
- JOHN W. KIRK (1966) *Director of University Theatre*
Associate Professor of Speech
Ph.D., University of Florida
- * DAVID G. KIVES (1964) *Instructor in English*
M.Ed., Wayne State University
- JANE E. KNEPLER (1966) *Assistant Professor of Geography*
M.S., Illinois State University

*Leave of absence in 1966-67 school year.

***Leave of absence, second semester, 1966-67.

- HOMER T. KNIGHT (1957) *Professor of Education*
Ed.D., Teachers College, Columbia University
- ALAN N. KNOFLA (1963) *Instructor in Business Education*
M.S., Central Connecticut State College
- * ROBERT W. KOEHLER (1961) *Assistant Professor of Health and Physical Education for Men*
A.M., Colorado State College
- HAROLD F. KOEPKE (1934) *Professor of Business Education*
Ph.D., University of Iowa
- FREDERICK W. KOHLMAYER (1964) *Associate Professor of History*
Ph.D., University of Minnesota
- WALTER S. G. KOHN (1956) *Associate Professor of Political Science*
Ph.D., New School for Social Research, New York, New York
- JOSEPH A. KOLUPKE (1964) *Instructor in English*
M.A., State University of Iowa
- JOE W. KRAUS (1966) *Director of Libraries*
Professor of Library Science
Ph.D., University of Illinois
- RICHARD P. KRESSEL (1966) *Assistant Professor of History*
Ph.D., University of Wisconsin
- MARIAN Z. KRON (1963) *Instructor in Mathematics*
M.S. in Ed., Illinois State University
- *** BRIGITTA J. KUHN (1961) *Professor of French*
Ph.D., Sorbonne, University of Paris
- LOWELL J. KUNTZ (1949) *Assistant Professor of Music*
M.S. in Ed., Illinois State University
- CLARENCE H. KURTH (1951) *Associate Professor of Education*
Ed.D., Indiana University
- NORENE KURTH (1953) *Assistant Professor of Business Education*
M.B.A., University of Chicago
- JOYCE C. LACKIE (1965) *Instructor in English*
A.M., University of Illinois
- KERMIT M. LAIDIG (1955) *Professor of Geography*
Ph.D., University of Nebraska
- MARY L. LAMB (1965) *Assistant Professor of Home Economics*
Adv.Cert., University of Illinois
- J. GREGORY LANGAN (1966) *Visiting Lecturer in Education*
Ed.D., Indiana University
- ARTHUR H. LARSEN (1935) *Coordinator of Evaluative Services*
Distinguished Professor of Higher Education
Ph.D., University of Wisconsin
- ALFRED D. LARSON (1961) *Assistant Professor and Supervising Teacher*
Deaf and Hard of Hearing
M.Ed., University of Illinois
- CECILIA J. LAUBY (1949) *Head of the Department of Professional Laboratory Experiences and Professor of Education*
Ed.D., Indiana University
- JOSEPH L. LAURENTI (1962) *Professor of Spanish*
Ph.D., University of Missouri
- PARKER L. LAWLIS (1965) *Director of Alumni Services*
Instructor in Education
M.S. in Ed., Illinois State University

- MARGARET LAWRENCE (1939)
M.A., University of Nebraska
Assistant Librarian
Assistant Professor of Library Science
- RONALD L. LAYMON (1965)
Ed.D., Indiana University
Associate Professor of Education
- * DOROTHY E. LEE (1962)
M.A., Northwestern University
Assistant Professor of Sociology
- LEWIS L. LEGG (1957)
M.A. in Ed., University of Illinois
Assistant Director of University High School
Assistant Professor of Chemistry
- WILLIAM B. LEGGE (1957)
Ph.D., Southern Illinois University
Assistant Director of Metcalf School
Assistant Professor and Supervising Teacher
in Junior High School
- ELMER A. LEMKE (1965)
Ph.D., University of Wisconsin
Associate Professor of Psychology
- LEON LEVINE (1965)
M.A., Brandeis University
Assistant Professor of History
- MARJORIE L. LEWIS (1951)
M.A., State University of Iowa
Assistant Professor of Psychology
- ANTHONY E. LIBERTA (1961)
Ph.D., University of Illinois
Associate Professor of Mycology
- ELDEN A. LICHTY (1945)
Ed.D., University of Missouri
In charge of Junior College Curriculum
Professor of Education
- LOIS LILLY (1957)
M.S., University of Illinois
Assistant Professor of Education
- WILLIAM R. LINNEMAN (1964)
Ph.D., University of Illinois
Associate Professor of English
- WARREN W. LIONBERGER (1965)
M.Ed., University of Illinois
Supervisor of Off-Campus Student Teaching
Instructor in Education
- RICHARD K. LITHERLAND (1963)
M.S., Southern Illinois University
Instructor in Agriculture
- HARRY A. LITTLE (1964)
Ed.D., Indiana University
Associate Professor of Education
- DAVID L. LIVERS, JR. (1962)
Ph.D. in Ed., State University of Iowa
Associate Professor of Education and Psychology
- VIRGINIA LOHNER (1965)
M.A., Middlebury College
Instructor in French
- THOMAS W. LORIG (1965)
M.S., Illinois State University
Instructor in Mathematics
- HARRY D. LOVELASS (1946)
Ed.D., University of Illinois
Director of University High School
Professor of Education
- THOMAS J. LUCK (1966)
Ph.D., Indiana University
Associate Professor of Business Education
- WILLIAM R. LUECK (1936)
Ph.D., University of Iowa
Professor of Education
- HATTIE C. LUNDGREN (1955)
M.S., Iowa State College
Assistant Professor of Home Economics

*Leave of absence in 1966-67 school year.

- ROBERT O. LUPELLA (1961)
Ph.D., Northwestern University
Assistant Professor of Speech
- MARVIN L. LUTHER (1966)
M.S., University of Florida
Assistant Professor of Physics
- MARY ANN LYNN (1966)
M.Ed., Kent State University
Instructor in Business Education
- G. LAURENE MABRY (1960)
Ph.D., University of Iowa
*Assistant Professor of Health and Physical
Education for Women*
- MICHAEL MACESICH (1962)
M.S., Indiana State University
Assistant Professor of Chemistry
- NORMAND W. MADORE (1961)
Ed.D., Wayne State University
Associate Professor of Education
- HENRY R. MANAHAN (1961)
Ph.D., Northwestern University
Professor of Latin
- FRANKLIN R. MANDERA (1964)
M.A., Illinois State University
Instructor in French and Spanish
- DARRYL T. MANRING (1962)
M.M., University of Michigan
Assistant Professor of Music
- FAYE E. MANSFIELD (1947)
M.A., Teachers College, Columbia University
*Assistant Professor and Supervising Teacher
in the Metcalf School*
- KENNETH K. MARCUS (1962)
Ph.D., University of Illinois
Assistant Professor of Political Science
- MARCELLE D. MARCUS (1962)
A.M., Indiana University
Instructor in French
- O. ROBERT MARSH (1966)
M.S. in Ed., Illinois State University
Instructor in Education
- HELEN E. MARSHALL (1935)
Ph.D., Duke University
Professor of History
- J. LOUIS MARTENS (1947)
Ph.D., Indiana University
Professor of Botany
- MARJORIE F. MARTIN (1956)
M.S. in Ed., Illinois State University
*Assistant Professor of Health and Physical
Education for Women
Physical Therapist*
- OLGA A. MARTINEZ (1966)
M.A., University of Cordoba, Argentina
Instructor in Spanish
- KENNETH O. MARVIN (1966)
M.A., Kent State University
*Assistant Director of Wilkins Hall
Instructor in Education*
- STANLEY S. MARZOLF (1937)
Ph.D., Ohio State University
*Director of Counseling Services
Professor of Psychology*
- * JOHN A. MASLA (1964)
M.S. in Ed., Indiana University
*Supervisor of Off-Campus Student Teaching
Instructor in Education*
- LARRY E. MATEJKA (1965)
M.A., Michigan State University
*Assistant Director of Financial Aids
Instructor in Education*
- PAUL F. MATTINGLY (1962)
Ph.D., The Pennsylvania State University
Associate Professor of Geography

- *** INEZ L. MAUCK (1951) *Assistant Professor and Supervising Teacher
in the Metcalf School*
Professional Diploma, Teachers College, Columbia University
- ROGER A. MAY (1966) *Assistant Director of Manchester Hall
Instructor in Education*
M.S. in Ed., Indiana University
- PATRICIA C. McANALLY (1966) *Instructor and Supervising Teacher in the
Metcalf School*
M.Ed., University of Illinois
- CHARLES A. MCBRIARTY, JR. (1964) *Assistant Dean of Men
Assistant Professor of Education*
M.S. in P.Ed., Indiana University
- BERNARD J. MCCARNEY (1958) *Assistant Professor of Economics*
M.S., University of Illinois
- JOHN R. MCCARTHY (1966) *Assistant Director of Walker Hall
Instructor in History*
M.S., Illinois State University
- WILLARD J. MCCARTHY (1955) *Assistant Professor of Industrial Arts*
Ed.M., University of Illinois
- CHARLES T. MCCOMAS (1965) *Instructor in Russian*
M.A.T., Indiana University
- CLYDE T. MCCORMICK (1944) *Head of the Department of Mathematics
Professor of Mathematics*
Ph.D., Indiana University
- GEORGE F. MCCOY, JR. (1962) *School Psychologist in the Metcalf School
Professor of Psychology*
Ph.D., University of Illinois
- FRED C. McDAVID (1966) *Professor of Education*
Ph.D., Southern Illinois University
- RAYMOND L. MCKINTY (1965) *Assistant Professor of Chemistry*
M.S., University of Illinois
- KENARD MCPHERSON (1966) *Instructor in Industrial Arts*
M.S., Illinois State University
- JAMES H. MENDENHALL (1967) *Supervisor of Off-campus Student Teaching
Instructor in Education*
M.S. in Ed., Illinois State University
- * LOREN W. MENTZER (1957) *Professor of Botany*
Ph.D., University of Nebraska
- JOSEPH E. METCALF (1964) *Instructor in Industrial Arts*
M.S. in Ed., Illinois State University
- * ROBERT L. METCALF (1961) *Director of University High School Athletics
Assistant Professor of Health and Physical
Education for Men*
M.Ed., University of Illinois
- WINIFRED S. METZLER (1947) *Assistant Librarian
Assistant Professor of Library Science*
A.M., University of Chicago
- ODESSA H. MEYER (1966) *Assistant Professor of Education*
Spec. in Ed., Illinois State University
- RALPH A. MEYERING (1961) *Professor of Education and Psychology*
Ph.D., State University of Iowa

*Leave of absence in 1966-67 school year.

**Leave of absence, first semester, 1966-67.

***Leave of absence, second semester, 1966-67.

- ROSALIE A. MICHALSKI (1966) *Instructor in Health and Physical Education
for Women*
M.A., State University of Iowa
- HENRY M. MILANDER (1966) *Assistant Professor of Education*
Ed.D., Illinois State University
- E. JOAN MILLER (1962) *Associate Professor of Geography*
Ph.D., University of North Carolina
- EARLYNN J. MILLER (1963) *Instructor in Health and Physical
Education for Women*
M.F.A., University of North Carolina at Greensboro
- MURRAY L. MILLER (1950) *Associate Professor of Education*
Ph.D., University of Pittsburgh
- S. DUNCAN MILLER (1964) *Instructor in Music*
M.M., Eastman School of Music
- JOE B. MITCHELL (1961) *Assistant Librarian
Assistant Professor of Library Science*
M.A. in L.S., George Peabody College for Teachers
- ORRIN J. MIZER (1947) *Associate Professor of Biological Sciences*
Ph.D., State University of Iowa
- ** EDWARD L. MOCKFORD (1960) *Professor of Entomology*
Ph.D., University of Illinois
- BARRY E. MOORE (1962) *Assistant Professor of Art*
M.Ed., University of Pittsburgh
- CLARENCE L. MOORE (1961) *Professor of Agriculture*
Ph.D., South Dakota State University
- HAROLD A. MOORE (1947) *Assistant Professor of Biological Sciences*
M.S., University of Illinois
- ROBERT H. MOORE (1952) *Adviser of Non-major Students
Professor of Education*
Ph.D., Ohio State University
- FRANK J. MORALES (1964) *Instructor in Spanish*
M.A.T., Purdue University
- PHYLLIS S. MORALES (1964) *Assistant Librarian
Instructor in Library Science*
M.S. in Ed., Purdue University
- MARIANNE W. MORAN (1966) *Instructor in English*
M.S. in Ed., St. Cloud State College
- MARK R. MORAN (1966) *Associate Professor of Social Work in the
Department of Sociology-Anthropology*
Ph.D., The Ohio State University
- KENNETH O. MORELAND (1964) *Supervisor of Off-Campus Student Teaching
Instructor in Education*
Adv. Cert. in Ed., University of Illinois
- CHARLES E. MORRIS (1966) *Associate Professor of Mathematics*
Ph.D., University of Illinois
- JOYCE L. MORTON (1966) *Instructor in Health and Physical Education
for Women*
M.Ed., Colorado State University
- DAVID H. MOSKOVITZ (1964) *Instructor in Music*
M.M., University of Illinois
- JESS S. MULLEN (1964) *Assistant Librarian
Instructor in Library Science*
M.S., University of Illinois

LEONARD D. MYERS (1966) M.S., Illinois State University	<i>Instructor in Mathematics</i>
ANNE H. NADAKAVUKAREN (1966) M.S., Illinois State University	<i>Instructor in Biological Sciences</i>
MATHEW J. NADAKAVUKAREN (1964) Ph.D., Oregon State University	<i>Associate Professor of Botany</i>
HELEN M. NANCE (1954) Ph.D., Ohio State University	<i>Head of the Department of Elementary Education</i> <i>Professor of Education</i>
JOSEPH M. NATALE (1956) M.S., Indiana State Teachers College	<i>Assistant Professor of Art</i>
MARY E. NATALE (1963) M.S. in Ed., Illinois State University	<i>Instructor and Supervising Teacher</i> <i>in the Metcalf School</i>
JEAN E. NELSON (1962) A.M., University of Illinois	<i>Assistant Professor of Library Science</i>
MARILYN P. NEWBY (1965) M.S. in Ed., Southern Illinois University	<i>Instructor in Art</i>
RICHARD L. NEWBY (1958) M.A., Southern Illinois University	<i>Assistant Professor of English</i>
KATHERINE L. NICHOLAS (1964) M.Ed., University of Illinois	<i>Director of Hewett Hall</i> <i>Instructor in Education</i>
SAMUEL R. NICHOLLS (1966) M.S., The University of Wisconsin	<i>Instructor in Music</i>
BEVERLY A. NICHOLS (1961) M.S., Mac Murray College	<i>Instructor in Health and Physical</i> <i>Education for Women</i>
EDWIN E. NIEMI (1958) M.S., University of Wisconsin	<i>Assistant Professor of Art</i>
DOUGLAS A. NIETZKE (1963) M.A., University of Michigan	<i>Instructor in English</i>
RICHARD L. NIMZ (1965) M.Ed., University of Illinois	<i>Director of Wilkins Hall</i> <i>Instructor in Education</i>
§ STANLEY K. NORTON (1948) Ph.D., University of Michigan	<i>Professor of Education</i>
KENNETH H. OBER (1962) A.M., Indiana University	<i>Assistant Professor of Russian</i>
BURTON L. O'CONNOR (1937) Ed.D., The Pennsylvania State University	<i>Professor of Health and Physical</i> <i>Education for Men</i>
ALICE R. OGLE (1932) M.A., Teachers College, Columbia University	<i>Assistant Professor of Art</i>
ERNEST E. OLSON (1955) M.A., Northwestern University	<i>Associate Director of Metcalf School</i> <i>Assistant Professor</i>
THOMAS A. OLSON (1964) M.S. in Ed., Illinois State University	<i>Supervisor of Off-Campus Student Teaching</i> <i>Instructor in History</i>
WILLIAM J. O'NEILL (1966) M.S., Illinois State University	<i>Instructor in Health and Physical Education</i> <i>for Men</i>

§Leave of absence in 1966-67 school year. Deceased, October, 1966.

*Leave of absence in 1966-67 school year.

**Leave of absence, first semester, 1966-67.

†Requirements completed; degree to be conferred in June, 1967.

- ALICE L. OTTINGER (1966)
M.S., Illinois Institute of Technology
Instructor in Art
- VIRGINIA S. OWEN (1964)
M.S., University of Illinois
Assistant Professor of Economics
- WILLIAM PAARLBERG (1966)
M.Ed., University of Illinois
*Instructor and Supervising Teacher—Older
Educable Mentally Handicapped*
- MARY M. PACKWOOD (1961)
Ed.M., University of Missouri
Assistant Professor of Art
- JAMES B. PALMER (1966)
Ed.D., North Texas State University
Assistant Professor of Education
- VIRGINIA A. PALMER (1966)
D.Ed., Teachers College, Columbia University
*Assistant Dean of Women
Associate Professor of Education*
- * ANDREAS PALOUMPIS (1956)
Ph.D., Iowa State College
Professor of Zoology and Fisheries
- A. CHARLES PALSON (1966)
M.A., University of Chicago
Instructor in Anthropology
- MARIEJEAN C. PANKONIN (1966)
†M.S., University of North Carolina at Greensboro
*Instructor in Health and Physical
Education for Women*
- DONALD R. PARKER (1950)
M.P.H., Tulane University
*Assistant Professor and Inspector of Food
Sanitation and Laboratory Technician
University Health Service*
- LOUISE O. PARKER (1950)
M.P.H., University of Michigan
Assistant Professor and Nurse
- ROBERTA D. PARKINSON (1965)
M.S., Illinois State University
*Director of Hamilton Hall
Instructor in Education*
- PETER A. PARMANTIE (1961)
M.S. in Ed., Illinois State University
Assistant Professor of English
- MARGARET PARRET (1946)
M.A., Teachers College, Columbia University
Assistant Professor of Speech
- ROGER E. PARSELL (1958)
M.A., Butler University
Assistant Professor of English
- JAMES E. PATTERSON (1957)
Ph.D., University of Illinois
Professor of Geography
- PAUL M. PAULSON (1966)
M.S., Stout State University
Instructor in Industrial Arts
- NORMAN E. PAWLOWSKI (1966)
Ph.D., Oregon State University
Assistant Professor of Chemistry
- G. BENJAMIN PAXTON, JR. (1965)
M.A., University of Tennessee
Assistant Professor of Speech
- * EDWIN A. PAYNE (1952)
M.Ed., University of Missouri
Assistant Professor of Psychology
- ** HARLAN W. PEITHMAN (1937)
Ed.D., Teachers College, Columbia University
Professor of Music
- CHARLES W. PENDLETON (1966)
M.S. in Ed., Illinois State University
Instructor in Industrial Arts

- REBA F. PENN (1966) *Instructor and Supervising Teacher—Younger Physically Handicapped*
M.S., Illinois State University
- LEON H. PERLEY (1966) *Assistant Professor of Education*
Ed.D., Indiana University
- WARREN S. PERRY (1955) *Associate Professor of Business Education*
Ed.D., University of Colorado
- CARROLL V. PETERSON (1963) *Associate Professor of English*
Ph.D., State University of Iowa
- DON L. PETERSON (1964) *Instructor in Music*
M.S., University of Wisconsin
- GEORGE A. PETROSSIAN (1963) *Assistant Professor of French*
A.M., University of Michigan
- BARBARA R. PETTIT (1965) *Instructor and Supervising Teacher in the Metcalf School—Emotionally Disturbed and Maladjusted*
M.S. in Ed., Illinois State University
- * WOLFGANG PFABEL, JR. (1961) *Assistant Professor of German*
M.A., Western Reserve University
- HELEN C. PFELTZ (1967) *Instructor in Education*
M.A., West Virginia University
- HAROLD R. PHELPS (1958) *Head of the Department of Special Education*
Ph.D., Ohio State University
Professor of Education
- COEN G. PIERSON (1966) *Professor of History*
Ph.D., University of Wisconsin
- L. LOUESE M. PILCH (1962) *Instructor in English*
M.A., University of Illinois
- DAVID D. PITTMAN (1966) *Associate Professor of Radiation Biology*
Ph.D., Southern Illinois University
- GARY R. PLANCK (1965) *Instructor in Speech*
M.S., University of Wisconsin
- MARK A. PLUMMER (1960) *Associate Professor of History*
Ph.D., University of Kansas
- SALLY A. PLUMMER (1965) *Instructor in Speech*
M.A., Ohio State University
- *** OLGERT POCS (1960) *Assistant Professor of Sociology*
M.A., University of Illinois
- *** DOUGLAS POE (1959) *Associate Professor of Economics*
Ph.D., Indiana University
- VERNON C. POHLMANN (1955) *Head of the Department of Sociology—Anthropology*
Ph.D., Washington University
Professor of Sociology
- CHARLES B. PORTER (1961) *Head of the Department of Industrial Arts*
Ed.D., University of Illinois
Professor of Industrial Arts

*Leave of absence during 1966-67 school year.

**Leave of absence, first semester, 1966-67.

***Leave of absence, second semester, 1966-67.

- P. LONNETTE PRATHER (1966) *Instructor in Music*
M.M., Illinois Wesleyan University
- EMILY L. PRICE (1966) *Instructor in English*
A.M., State Teachers College at Montclair, New Jersey
- WILLIAM C. PRIGGE (1963) *Coordinator of Audiovisual Programs*
Associate Professor of Education
D.Ed., Indiana University
- DONALD M. PRINCE (1960) *Head of the Department of Educational Administration*
Professor of Education
Ed.D., University of Illinois
- CALVIN L. PRITNER (1966) *Associate Professor of Speech*
Ph.D., University of Illinois
- PERRY M. PROCTOR (1963) *Assistant Professor of English*
M.A., Southern Illinois University
- CYRIAC K. PULLAPILLY (1965) *Assistant Professor of History*
A.B., St. Joseph's Apostolic Seminary, Kerala, India
- WARREN P. QUENSEL (1964) *Assistant Professor of Industrial Arts*
M.S. in Ed., Illinois State University
- ERICH F. RADTKE (1966) *Instructor in English*
M.A., University of Missouri
- GARY C. RAMSEYER (1965) *Assistant Professor of Psychology and Education*
Ph.D., University of Iowa
- TAIMI M. RANTA (1959) *Associate Professor of English*
Ph.D., University of Minnesota
- JO ANN RAYFIELD (1966) *Assistant Professor of History*
M.A., Vanderbilt University
- * MILTON B. REDMAN (1963) *Instructor in Economics*
M.S., Illinois State University
- RONALD D. REED (1962) *Assistant Librarian*
Instructor in Library Science
M.S. in Ed., Southern Illinois University
- H. EARLE REESE (1958) *Professor of Business Education*
Ed.D., George Peabody College for Teachers
- CAROL R. REITAN (1967) *Instructor in Sociology*
M.A., DePauw University
- ** EARL A. REITAN (1954) *Professor of History*
Ph.D., University of Illinois
- RICHARD C. REITER (1964) *Associate Professor of Chemistry*
Ph.D., Purdue University
- VERNON L. REPLOGLE (1950) *Director of Metcalf School*
Professor of Education
Ed.D., University of Illinois
- KENNETH A. RETZER (1959) *Assistant Professor of Mathematics*
Ph.D., University of Illinois
- EVELYN J. REX (1958) *Assistant Professor of Education*
M.A., Northwestern University
- DENT M. RHODES (1965) *Associate Professor of Education*
Ph.D., Ohio State University
- E. IONE RHYMER (1954) *Professor of Bacteriology*
Ph.D., University of Illinois

- * JOHN H. RICH (1964) *Associate Professor of Business Education*
Ed.D., Indiana University
- DORIS M. RICHARDS (1951) *Assistant Professor of Speech*
M.S., University of Michigan
- MARY A. RICHMOND (1962) *Assistant Librarian*
Assistant Professor of Library Science
M.S. in L.S., University of Illinois
- R. OMAR RILETT (1958) *Head of the Department of Biological Sciences*
Professor of Biological Sciences
Ph.D., University of Wisconsin
- STANLEY G. RIVES (1958) *Associate Professor of Speech*
Ph.D., Northwestern University
- JAMES L. RODERICK (1956) *Associate Professor of Music*
Ed.D., University of Illinois
- JOSE A. RODRIGUEZ (1961) *Associate Professor of Spanish*
Ph.D., Universidad de la Habana, La Habana, Cuba
- ROZANN C. ROTHMAN (1967) *Assistant Professor of Political Science*
A.M., Louisiana Agricultural and Mechanical University
- * JAMES E. ROWE (1959) *Assistant Professor of Mathematics*
M.S., University of Illinois
- MARY A. ROZUM (1950) *Assistant Professor and Supervising Teacher*
in the Metcalf School
M.S. in Ed., University of Illinois
- ROBERT E. RUMERY (1964) *Assistant Professor of Psychology*
M.A., George Peabody College for Teachers
- ELIZABETH RUSSELL (1935) *Assistant Professor of Education*
M.A., Teachers College, Columbia University
- THOMAS L. RUUD, (1962) *Instructor in Art*
M.S., University of Wisconsin
- BERNARD L. RYDER (1956) *Head of the Department of Chemistry*
Professor of Chemistry
Ph.D., University of Illinois
- HOWARD H. RYE (1957) *Head of the Department of Music*
Professor of Music
Ed.D., Teachers College, Columbia University
- BARBARA SAILORS (1957) *Assistant Professor of Health and Physical*
Education for Women
M.A., Western Michigan University
- IRVING W. SALOWITZ (1958) *Director of the University Health Service*
Professor
M.D., Chicago Medical School
- NANCY A. SALZER (1965) *Director of Haynie Hall and Instructor in Education*
M.S., Illinois State University
- HERBERT C. SANDERS (1949) *Assistant Professor of Music*
M.M., Northwestern University
- ** THEODORE SANDS (1950) *Coordinator of Programs for the Gifted*
Professor of History
Ph.D., University of Wisconsin
- BETTY A. SAWYERS (1965) *Assistant Professor of Home Economics*
M.S., University of Missouri

*Leave of absence in 1966-67 school year.

**Leave of absence, first semester, 1966-67.

- MOHAMMED M. SAYEED (1964)
Ph.D., University of Miami
Assistant Professor of Physiology
- EDWARD L. SCHAPSMEIER (1966)
Ph.D., University of Southern California
Associate Professor of History
- JEAN SCHARFENBERG (1966)
Ph.D., University of Wisconsin
Associate Professor of Speech
- VIVIAN R. SCHELLHASE (1966)
M.A., University of Chicago
Instructor in English
- ELSE A. SCHMIDT (1958)
Ph.D., University of Munich, Germany
Associate Professor of Geography
- PAUL R. SCHMIDT (1966)
M.A., Illinois State University
Instructor in Latin and Spanish
- ELLEN M. SCHNEIDER (1966)
M.L.S., Rutgers
*Assistant Librarian and Instructor in
Library Science*
- PETER F. SCHUETZ (1963)
M.M., University of Illinois
Assistant Professor of Music
- LUELLA E. SCHULTZE (1958)
A.M., Colorado State College
*Assistant Professor and Supervising Teacher
in the Metcalf School*
- JIMMY D. SCOTT (1957)
M.S. in Ed., Illinois State University
*Assistant Professor of Health and Physical
Education for Men*
- KEITH L. SCOTT (1960)
Ed.D., University of Colorado
*Assistant to the President
Associate Professor of Education*
- PHEBE M. SCOTT (1966)
Ph.D., State University of Iowa
*Head of the Department of Health and Physical
Education for Women and Professor of Health
and Physical Education for Women*
- ** THOMAS K. SEARIGHT (1959)
Ph.D., University of Illinois
Associate Professor of Geology
- MARY C. SERRA (1951)
Ed.D., Temple University
*Director of Reading Laboratory
Professor of Education*
- HARRY B. SHAW (1965)
M.S. in Ed., Illinois State University
Instructor in English
- KENNETH A. SHAW (1966)
Ph.D., Purdue University
*Assistant to the President
Assistant Professor of Education*
- JEROME P. SHEA (1966)
M.A., Colorado State University
Instructor in English
- MICHAEL B. SHELLY (1965)
M.S., University of Illinois
Instructor in English
- JOSEPH R. SHEPLER (1966)
M.F.A., Cranbrook Academy of Art, Bloomfield Hills, Michigan
Instructor in Art
- MARTHA F. SHEPLER (1966)
M.F.A., Cranbrook Academy of Art, Bloomfield Hills, Michigan
Instructor in Art
- CLAUDIA T. SHERVANICK (1966)
M.Ed., University of Oklahoma
*Assistant Director of Atkin Hall
Instructor in Education*
- ALICE SHEVELAND (1942)
M.A. in Ed., Northwestern University
*Assistant Professor and Supervising Teacher
in the Metcalf School*

- THOMAS W. SHILGALIS (1967)
A.M., University of Illinois
Instructor in Mathematics
- MURRAY M. SHORT (1964)
M.A., George Peabody College for Teachers
*Assistant Professor and Supervising Teacher
in the Metcalf School*
- STANLEY B. SHUMAN (1960)
Ph.D., University of Illinois
Professor of Geography
- HERBERT C. SIEG (1966)
M.A.S., University of Illinois
Instructor in Business Education
- ROBERT N. SINGER (1965)
Ph.D., The Ohio State University
*Assistant Professor of Health and Physical
Education for Men*
- MARGARET M. SINKA (1966)
M.A., Middlebury College
Instructor in German
- BERNARD J. SKALKA (1963)
M.A., University of Nebraska
Instructor in Speech
- LOUIS P. SKIZAS (1964)
M.S., University of Illinois
Instructor in Anatomy
- CHARLES D. SMITH (1965)
M.S., Illinois State University
Instructor in Mathematics
- EDWIN B. SMITH (1965)
Ph.D., Kent State University
*Acting Dean of Men
Assistant Professor of Psychology*
- GWEN SMITH (1946)
Ph.D., University of Iowa
*Professor of Health and Physical
Education for Women*
- NELSON SMITH (1946)
M.S. in Ed., Illinois State University
*Director of Photographic Services
Assistant Professor of Education*
- RALPH L. SMITH (1959)
Ph.D., University of Wisconsin
*Director of Radio and Television
Professor of Speech*
- RICHARD J. SMITH (1955)
Ed.D., University of Colorado
*Administrative Assistant to the Vice President
for Administrative Affairs
Associate Professor of Education*
- ROBERT R. SMITH (1966)
M.S., Illinois State University
Assistant Professor of Business Education
- GEORGE A. SODERBERG (1959)
Ph.D., Ohio State University
Professor of Speech
- LINDA M. SORRELLS (1965)
M.S., University of Illinois
*Instructor in Health and Physical
Education for Women*
- IRWIN SPECTOR (1948)
Ph.D., New York University
Professor of Music
- EUNICE H. SPEER (1944)
M.S., University of Illinois
Assistant Professor of Library Science
- CHRISTOPHER SPENCER (1962)
Ph.D., Yale University
Professor of English
- WILLIAM C. STARRETT (1961)
Ph.D., Iowa State University
Research Associate of Aquatic Biology

- DONALD D. STEBBINS (1966)
M.S., Illinois State University
Instructor in Economics
- J. RUSSELL STEELE (1947)
M.S. in Ed., Illinois State University
Assistant in Publicity
Assistant Professor of Health and Physical Education for Men
- E. ROBERT STEFL (1966)
M.S., Southern Illinois University
Instructor in Art
- ETHEL G. STEIN (1944)
M.A., Northwestern University
Assistant Professor and Supervising Teacher in the Metcalf School
- C. LOUIS STEINBURG (1959)
M.S. in Ed., Southern Illinois University
Assistant Professor of Art
- S. JOANN STEPHENS (1964)
M.S. in Spec.Ed., University of Tennessee
Instructor and Supervising Teacher of the Deaf
- MARLENE C. STEWART (1965)
M.Ed., The Graduate School of the University of North Carolina at Greensboro
Instructor in Music
- WILLIAM R. STEWART (1964)
D.Ed., Pennsylvania State University
Associate Professor of Art
- ALMA STODDARD (1961)
M.P.E., University of Nebraska
Assistant Professor of Health and Physical Education for Women
- CONRAD B. SUITS (1962)
Ph.D., University of Chicago
Associate Professor of English
- ROBERT D. SUTHERLAND (1964)
Ph.D., State University of Iowa
Associate Professor of English
- MARILYN D. SWANK (1966)
M.S., Purdue University
Instructor in Education
- RICHARD M. SWANK (1965)
M.S. in Ed., Purdue University
Assistant Director for Admissions
Assistant Professor of Education
- BEATRICE D. SWARM (1965)
M.S. in Ed., Illinois State University
Instructor in Education and Supervisor of Off-Campus Student Teaching
- DAVID E. SWEET (1960)
M.A., Duke University
Acting Director and Secretary-Treasurer of the University Foundation
Assistant Professor of Political Science
- BONNIE B. TALKINGTON (1966)
A.M., Colorado State College of Education
Instructor and Supervising Teacher in the Metcalf School
- JOE E. TALKINGTON (1962)
Ed.D., Colorado State College
Associate Professor of Industrial Arts
- J. CURTIS TANNAHILL (1964)
M.A., University of Nebraska
Instructor in Speech
- PATRICK TARRANT (1963)
Ed.D., Teachers College, Columbia University
Professor of French
- THALIA J. TARRANT (1935)
A.M., University of Missouri
Assistant Professor of History
- LUCY L. TASHER (1935)
Ph.D., University of Chicago
Professor of History
- VIVIAN TASKER (1960)
M.A., Northwestern University
Assistant Professor of Education

GLENN J. TAYLOR (1950)	<i>Director of Hearing Laboratory Professor of Speech</i>
Ph.D., University of Southern California	
DONALD F. TEMPLETON (1950)	<i>Assistant to the Vice President for Academic Affairs Assistant Professor of English</i>
M.A., University of Iowa	
ISABELLE TERRILL (1949)	<i>Director of Housing Associate Professor of Music</i>
Ed.D., Teachers College, Columbia University	
CLAYTON F. THOMAS (1964)	<i>Associate Professor of Education</i>
Ph.D., State University of Iowa	
M. ROBERT THOMAS (1965)	<i>Instructor in English</i>
M.S. in Ed., Western Illinois University	
DONALD L. THOMPSON (1963)	<i>Instructor in French</i>
A.M., University of Michigan	
JAMES T. THOMPSON (1966)	<i>Assistant Professor of Agriculture</i>
Ph.D., University of Kentucky	
HERMAN R. TIEDEMAN (1946)	<i>Director of Test Service Professor of Psychology</i>
Ph.D., University of Iowa	
KIRBY TODD (1964)	<i>Instructor in Health and Physical Education for Women</i>
M.A., Teachers College, Columbia University	
LEWIS R. TOLL (1947)	<i>Head of the Department of Business Education Professor of Business Education</i>
Ed.D., New York University	
HAROLD K. TOMPKINS (1966)	<i>Instructor in Education</i>
M.S., Western Illinois University	
JOSEPH TOMS, JR. (1965)	<i>Assistant Professor of Education and Supervisor of Off-Campus Student Teaching</i>
M.S. in Ed., Southern Illinois University	
JIM N. TONE (1963)	<i>Associate Professor of Physiology and Anatomy</i>
Ph.D., Iowa State University	
MARY C. TOWLE (1961)	<i>Resident Director of Dunn Hall Instructor in Education</i>
M.A., Teachers College, Columbia University	
NAOMI W. TOWNER (1965)	<i>Instructor in Art</i>
M.F.A., Rochester Institute of Technology	
JOHN E. TROTTER (1956)	<i>Head of the Department of Geography-Geology</i>
Ph.D., University of Chicago	
WAYNE O. TRUEX (1957)	<i>Assistant Professor of Health and Physical Education for Men</i>
Ed.D., University of Utah	
CAROL A. TRUMPE (1966)	<i>Instructor in Sociology</i>
M.S., Purdue University	
RICHARD M. TRUMPE (1962)	<i>Coordinator of Student Activities Associate Professor of Education</i>
Ph.D., Purdue University	
RAYMOND W. TUDOR (1948)	<i>Assistant Professor of English</i>
M.A., University of Michigan	

*Leave of absence in 1966-67 school year.

***Leave of absence, second semester, 1966-67.

† Requirements completed; degree to be conferred in June, 1967.

- HERBERT C. TURRENTINE (1962) *Associate Professor of Music*
Ph.D., State University of Iowa
- JO ANN M. TURRENTINE (1966) *Instructor in Music*
M.A., Teachers College, Columbia University
- SADIE B. UDSTUEN (1950) *Assistant Professor and Supervising Teacher
in the Metcalf School*
M.A., Northwestern University
- FRANKLIN R. UTECH (1965) *Instructor in Art*
M.S., Illinois Institute of Technology
- ARDEN L. VANCE (1949) *Assistant Professor of Music*
M.M., Northwestern University
- STEVEN W. VARGO (1965) *Assistant Professor of Speech*
Ph.D., Indiana University
- VIVIAN A. VARNEY (1965) *Instructor in Art*
M.A., New York University
- WILBUR R. VENERABLE (1963) *Associate Director of the Bureau of Appointments
and Associate Professor of Education*
Ph.D., Southern Illinois University
- WALTER M. VERNON (1963) *Assistant Professor of Psychology*
† Ph.D., Washington University
- DALE B. VETTER (1941) *Professor of English*
Ph.D., Northwestern University
- RODOLFO E. VILARÓ (1966) *Instructor in Spanish*
M.A., University of Illinois
- MARION A. VIRGILIO (1966) *Instructor in English*
M.A., Purdue University
- DUSHAN VOJNOVICH (1963) *Instructor in Music*
M.M., Chicago Musical College, Roosevelt University
- * JOSEPHINE B. VOORHEES (1950) *Assistant Professor and Supervising Teacher
in the Metcalf School*
M.A., Michigan State University
- FRANCIS M. WADE (1947) *Assistant Librarian
Assistant Professor of Library Science*
M.A., University of Washington
- JACK H. WAGNER (1965) *Instructor in German*
M.A., University of Colorado
- MARGARET C. WAIMON (1962) *Assistant Professor of Psychology*
B.S., College of the City of New York
- *** MORTON D. WAIMON (1961) *Professor of Education*
Ed.D., Teachers College, Columbia University
- JOSEPH E. WALLACE (1966) *Instructor in Education*
B.S., Loyola University
- ROBERT H. WALSH (1964) *Assistant Professor of Sociology*
M.A., State University of Iowa
- DANIEL W. WALTERS (1963) *Director of Wright Hall
Instructor in Geography*
M.S., Indiana University
- PATSY M. WALTERS (1965) *Assistant Librarian
Instructor in Library Science*
M.S., University of Illinois
- JACK A. WARD (1965) *Assistant Professor of Ethology*
Ph.D., University of Illinois

NORMAN J. WARD (1966)	<i>Supervisor of Off-campus Student Teaching</i> <i>Assistant Professor of Education</i>
M.Ed., University of North Dakota	
GEORGE P. WARREN (1960)	<i>Assistant Professor of Physics</i>
M.S., Western Illinois University	
JIMMIE L. WASEM (1962)	<i>Instructor in Health and Physical Education for Men</i>
M.S., Illinois State University	
A. LUELLEN WATSON (1963)	<i>Instructor in Spanish</i>
M.A., University of Illinois	
§ ARTHUR W. WATTERSON (1946)	<i>Head of the Department of Geography</i> <i>Professor of Geography</i>
Ph.D., University of Chicago	
DAVID F. WEBER (1967)	<i>Assistant Professor of Genetics</i>
†Ph.D., Indiana University	
ROBERT D. WEIGEL (1959)	<i>Professor of Vertebrate Zoology and Paleontology</i>
Ph.D., University of Florida	
MILTON E. WEISBECKER (1963)	<i>Associate Director of Athletics</i> <i>Associate Professor of Health and Physical Education for Men</i>
Ed.D., Syracuse University	
ALAN W. WEITH (1965)	<i>Instructor in Health and Physical Education for Men</i>
M.S. in Ed., Eastern Illinois University	
ROGER B. WELLER (1965)	<i>Instructor in Health and Physical Education for Men</i>
M.S. in Ed., Illinois State University	
DONNA B. WELLS (1966)	<i>Instructor in English</i>
M.A., Bradley University	
HAROLD P. WELSCH (1966)	<i>Instructor in English</i>
†M.A., Western Illinois University	
JOHN H. WESLE (1952)	<i>Assistant Professor of Art</i>
M.A., Western Reserve University	
DAVID L. WHEELER (1961)	<i>Associate Professor of Geography</i>
Ph.D., University of Michigan	
HARRIET R. WHEELER (1946)	<i>Assistant Professor of Business Education</i>
M.A., University of Iowa	
JANE M. WHEELER (1963)	<i>Instructor in Geography</i>
A.M., University of Michigan	
PATRICIA M. WHIKEHART (1966)	<i>Instructor in Music</i>
S.M.M., Union Theological Seminary	
CHARLES A. WHITE (1957)	<i>Head of the Department of Speech</i> <i>Professor of Speech</i>
Ph.D., University of Wisconsin	
JOHN F. WHITE (1966)	<i>Instructor in English</i>
†M.A., Western Illinois University	
PATRICIA O. WHITE (1966)	<i>Instructor in English</i>
M.A., Illinois State University	

§Deceased, November 9, 1966.

†Requirements completed; degree to be conferred in June, 1967.

*Leave of absence in 1966-67 school year.

- WILLIAM V. WHITE (1934)**
M.S. in Ed., Illinois State University
Director of University Press
Assistant Professor of Industrial Arts
- ROBERT R. WHITED (1958)**
M.S., University of Illinois
Assistant Professor of Music
- GLENN E. WILEY (1966)**
M.Ed., University of Illinois
Instructor in Education
- ROGER L. WILLIAMS (1966)**
M.S., University of Illinois
Assistant Professor of Health and Physical Education for Men
- EDWIN R. WILLIS (1962)**
Ph.D., Ohio State University
Professor of Entomology
- BEVERLY D. WILSON (1963)**
M.S. in P.Ed., Indiana University
Assistant Professor of Health and Physical Education for Women
- PHILIP K. WILSON (1966)**
M.S., Illinois State University
Instructor in Health and Physical Education for Men
- THOMAS D. WILSON (1961)**
M.A., University of Illinois
Assistant Professor of Political Science
- LELA WINEGARNER (1933)**
A.M., University of Chicago
Coordinator of Foreign Student Services
Assistant Professor of English
- BETTY J. WINFORD (1964)**
Ed.D., University of Virginia
Associate Professor of Education
- PAUL E. WISDOM, JR. (1965)**
A.M., Colorado State College
Instructor in English
- VERMELL WISE (1948)**
Professional Diploma, Teachers College, Columbia University
Assistant Professor of English
- EMORY E. WISEMAN (1963)**
M.S. in Ed., Illinois State University
Assistant Professor of Industrial Arts
- JOHN T. WISSMAN (1966)**
M.A., University of Missouri
Instructor in French
- STANLEY G. WOLD (1961)**
Ph.D., University of Minnesota
Professor of Art
- SIU KAI WONG (1966)**
B.Sc. (Sp.), University of Hong Kong
Research Assistant in the Department of Biological Sciences
- HARVEY S. WOODS (1957)**
Ph.D., University of Illinois
Head of the Department of Agriculture
Professor of Agriculture
- * BETTY WOODSON (1957)**
M.Ed., Wayne University
Assistant Professor and Supervising Teacher—Older Physically Handicapped
- ETHEL WOOLEY (1957)**
M.A., George Peabody College for Teachers
Assistant Professor and Supervising Teacher in the Metcalf School
- DONNA J. WORKMAN (1959)**
Ph.D., State University of Iowa
Assistant Professor of Health and Physical Education for Women
- LO ANNE L. WORTH (1965)**
M.Ed., University of Illinois
Instructor and Supervising Teacher—Trainable Class

JAMES L. WOZNIAK (1962) M.F.A., University of Wisconsin	<i>Assistant Professor of Art</i>
RUTH V. YATES (1935) M.A., Teachers College, Columbia University	<i>Assistant Professor of Speech</i>
LYLE M. YOUNG (1952) Ed.D., Columbia University	<i>Professor of Music</i>
ORVILLE L. YOUNG (1939) Ph.D., The Pennsylvania State University	<i>Professor of Agriculture</i>
W. PERRY YOUNG (1962) M.A., Western Kentucky State College	<i>Assistant Professor of Industrial Arts</i>
RICHARD C. YOUNGS (1964) A.M., University of Michigan	<i>Assistant Professor and Supervising Teacher in Science in the Metcalf School</i>
DONALD A. ZAHLER (1965) M.A., Western Michigan University	<i>Instructor and Supervising Teacher of the Blind</i>
M. JEAN ZAMBONI (1966) M.A., University of Minnesota	<i>Instructor in Art</i>
HARVEY G. ZEIDENSTEIN (1965) Ph.D., New York University	<i>Assistant Professor of Political Science</i>
WILLIAM D. ZELLER (1963) Ph.D., Michigan State University	<i>Associate Professor of Education</i>
SIDNEY N. ZELSON (1962) A.M., University of Missouri	<i>Assistant Professor of Spanish</i>
RUTH ZIMMERMAN (1935) M.A., University of Minnesota	<i>Assistant Librarian Assistant Professor of Library Science</i>

FACULTY ASSISTANTS

GARY L. ALLEN (1966) B.S., Illinois State University	<i>Assistant in Speech</i>
MICHAEL A. ALLEN (1966) B.S. in Ed., Illinois State University	<i>Assistant in Sociology</i>
ARY K. ANDERSON (1965) B.S. in Ed., Illinois State University	<i>Assistant in Health and Physical Education for Women</i>
ROGER F. ANNEAR (1966) B.F.A., University of Colorado	<i>Assistant in Art</i>
SUSAN J. ANTLE (1967) B.S. in Ed., The Ohio State University	<i>Assistant in Health and Physical Education for Women</i>
LOIS R. ASPER (1965) B.S. in Ed., Illinois State University	<i>Assistant in Metcalf</i>
GABRIEL B. BAUMGARDNER (1966) B.S., Illinois State University	<i>Assistant in English</i>
MARTHA R. BICKLEY (1966) A.B., Ball State Teachers College	<i>Assistant in Business Education</i>
MARY E. BLOME (1966) M.A., Illinois State University	<i>Assistant Resident Director of Whitten Hall</i>
BARBARA L. BLUNK (1966) B.S. in Ed., Illinois State University	<i>Assistant in Business Education</i>

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B.S. in Ed., Illinois State University
- DUANE P. BUCHANAN (1965) *Assistant in Health and Physical Education for Women*
B.S., University of Illinois
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B.A., University of Paris
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Chicago College of Music; Northwestern School of Speech; University of Illinois
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B.A., Illinois State University
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B.S. in Ed., Illinois State University
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B.S. in Ed., Illinois State University
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B.S., Western Illinois University
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JACQUELINE R. REINIER (1966) B.S. in Ed., University of Virginia	<i>Assistant in Speech</i>
RICHARD C. ROUNDS (1966) B.S., Illinois State University	<i>Assistant in Geography</i>
DONALD D. RUBY (1966) A.B., Colorado State College	<i>Assistant in Industrial Arts</i>
L. ELOISE RUSSELL (1964) B.S. in P.Ed., University of Alabama	<i>Assistant in Health and Physical Education for Women</i>
LARRY E. SCHAFER (1966) B.S., Illinois State University	<i>Assistant in Chemistry</i>
MAITA P. SINGER (1965) B.S., Brooklyn College	<i>Assistant in Health and Physical Education for Women</i>
SAMUEL L. SLICK (1967) B.A., Illinois State University	<i>Assistant in Spanish</i>
LAURENCE E. SMITH (1966) A.B., University of Illinois	<i>Assistant in French</i>
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KAY R. STACHNIK (1966) B.S., Illinois State University	<i>Assistant in English</i>
NORMA B. STEELE (1965) B.S., University of Wisconsin	<i>Assistant in Library</i>
LINDA D. STEFL (1967) B.S. in Ed., Southern Illinois University	<i>Assistant in Metcalf</i>
EDNA R. VANDERBECK (1966) B.A., Iowa State Teachers College	<i>Assistant in Health and Physical Education for Women</i>
ANNE B. WALTER (1963) B.F.A., Bradley University	<i>Assistant in Art</i>
JACOB W. WANNEMACHER (1966) B.S. in Ed., Illinois State University	<i>Assistant in Art</i>
RONALD R. WEDEKIND (1966) M.S., Illinois State University	<i>Assistant in Metcalf</i>
ROBERTA E. WHEELER (1964) B.S. in Ed., Illinois State University	<i>Assistant in Health and Physical Education for Women</i>

§Deceased, July, 1966.

§§Deceased, January, 1967.

LESLIE J. WIEMERSLAGE (1966) B.S., Quincy College	<i>Assistant in Metcalf</i>
GEORGETTE A. YACODICH (1962) B.S. in Nursing, St. Louis University	<i>Nurse in the Laboratory Schools</i>

THE FACULTY EMERITI

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GLADYS L. BARTLE (1930) Ph.D., University of Wisconsin	<i>Associate Professor of Art (Emerita)</i>
PAUL K. BENJAMIN (1950) M.S., University of Washington	<i>Instructor in Health and Physical Education (Emeritus)</i>
ELSIE BRENNEMAN (1927) M.A., Northwestern University	<i>Director of Admissions and Assistant Professor of Education (Emerita)</i>
§ DOROTHY GARRETT BRUNK (1925) M.A., Teachers College, Columbia University	<i>Assistant Professor of History (Emerita)</i>
MARY ELIZABETH BUELL (1926) M.A., Teachers College, Columbia University	<i>Assistant Professor of Home Economics (Emerita)</i>
JOHN WESLEY CARRINGTON (1933) Ph.D., Northwestern University	<i>Director of Laboratory School Experiences and Professor of Education (Emeritus)</i>
JOSEPH T. COGDAL (1927) A.M., University of Illinois	<i>Associate Professor of Health and Physical Education (Emeritus)</i>
FRANCES CONKEY (1936) M.S., Iowa State University	<i>Associate Professor of Home Economics (Emerita)</i>
MARGUERITE REGINA CONNELL (1928) Ed.D., Teachers College, Columbia University	<i>Professor of Latin (Emerita)</i>
MARGARET COOPER (1932) Ed.D., Teachers College, Columbia University	<i>Professor of Education (Emerita)</i>
MABEL PERCIE CROMPTON (1924) S.M., University of Chicago	<i>Assistant Professor of Geography (Emerita)</i>
ALTA J. DAY (1928) M.A., Teachers College, Columbia University	<i>Assistant Professor of Business Education (Emerita)</i>
WILLIAM I. DEWEES (1937) Ed.D., The Pennsylvania State University	<i>Professor of Education (Emeritus)</i>
CHRIS A. DEYOUNG (1934) Ph.D., Northwestern University	<i>Professor of Education (Emeritus)</i>
HELEN A. DOOLEY (1947) M.A., University of Washington	<i>Assistant Professor and Assistant Librarian (Emerita)</i>
THOMAS J. DOUGLASS (1928) M.S., University of Illinois	<i>Assistant Professor of Agriculture (Emeritus)</i>
§§ ALVA W. DRAGOO (1919) M.S., Iowa State College	<i>Assistant Professor of Industrial Arts (Emeritus)</i>

- MARGERY ELLIS (1927)
A.M., University of Chicago
Assistant Professor of French (Emerita)
- ELINOR BERTHA FLAGG (1925)
M.S., University of Illinois
Assistant Professor of Mathematics (Emerita)
- THELMA G. FORCE (1932)
M.A., University of Minnesota
Assistant Professor of Psychology (Emerita)
- MALINDA D. GARTON (1950)
A.M., Colorado State College of Education
*Assistant Professor and Supervising Teacher
Mentally Retarded Intermediate (Emerita)*
- F. RUSSELL GLASENER (1935)
Ph.D., State University of Iowa
Professor of Economics (Emeritus)
- R. U. GOODING (1931)
Ph.D., University of Wisconsin
Professor of Chemistry (Emeritus)
- NINA E. GRAY (1935)
Ph.D., University of Wisconsin
Professor of Biological Sciences (Emerita)
- JOHN W. GREEN (1939)
M.S., University of Illinois
Assistant Professor of Agriculture (Emeritus)
- ESTHER M. GRIFFITH (1947)
Ph.D., University of Illinois
Professor of Chemistry (Emerita)
- EDNA MAY GUEFFROY (1929)
Ph.D., University of Washington
Professor of Geography (Emerita)
- LINDER W. HACKER (1925)
M.A., State University of Iowa
Associate Professor of Education (Emeritus)
- GERTRUDE M. HALL (1936)
Ed.D., Teachers College, Columbia University
*Director of Publicity
Associate Professor of Education (Emerita)*
- C. M. HAMMERLUND (1929)
M.S., University of Illinois
Assistant Professor of Industrial Arts (Emeritus)
- HOWARD J. HANCOCK (1931)
M.S., University of Wisconsin
*Director of Athletics and Associate Professor
of Health and Physical Education (Emeritus)*
- CLARENCE WOODSON HARDY (1953)
M.D., University of Michigan Medical School
*Director of the University Health Service
and Professor (Emeritus)*
- WEZETTE A. HAYDEN (1921)
M.A., Teachers College, Columbia University
*Assistant Professor and Supervising Teacher
in the First Grade (Emerita)*
- GRACE HILER (1951)
M.A., University of Iowa
*Assistant Professor of the Teaching of English
(Emerita)*
- DOROTHY HINMAN (1925)
M.A., Teachers College, Columbia University
Assistant Professor of English (Emerita)
- F. LINCOLN D. HOLMES (1935)
Ph.D., University of Wisconsin
Professor of Speech (Emeritus)
- CLIFFORD EMORY HORTON (1923)
Ed.D., Indiana University
*Professor of Health and Physical Education
(Emeritus)*
- CLYDE WHITTAKER HUDELSON (1920)
M.S., University of Illinois
*Associate Professor of Agriculture
(Emeritus)*
- CHRISTINE P. INGRAM (1949)
Ed.D., New York University
Professor of Education (Emerita)

- MARIE JESSA (1946) *Assistant Professor of Business Education (Emerita)*
M.A., University of Iowa
- JOHN A. KINNEMAN (1927) *Professor of Sociology (Emeritus)*
Ph.D., Northwestern University
- ERNEST M. R. LAMKEY (1927) *Professor of Biological Sciences (Emeritus)*
Ph.D., University of Illinois
- THOMAS JESSE LANCASTER (1919) *Associate Professor of Education (Emeritus)*
A.M., University of Chicago
- RALPH HARLAN LINKINS (1917) *Dean of Men and Associate Professor of Biological Sciences (Emeritus)*
A.M., University of Illinois
- BLANCHE MCAVOY (1926) *Professor of the Teaching of Biological Sciences (Emerita)*
Ph.D., University of Chicago
- NEVA MCDAVITT (1929) *Assistant Professor of Geography (Emerita)*
A.M., Clark University
- DOROTHY M. MCEVOY (1950) *Assistant Professor and Supervising Teacher (Emerita)*
M.A., Teachers College, Columbia University
- ERNE MELROSE (1928) *Recorder (Emerita)*
B.Ed., Illinois State University
- MARION G. MILLER (1937) *Professor of Art (Emerita)*
Ph.D., Ohio State University
- CLIFFORD NEWTON MILLS (1925) *Professor of Mathematics (Emeritus)*
Ph.D., University of Wisconsin
- GERDA OKERLUND (1931) *Professor of English (Emerita)*
Ph.D., University of Washington
- ROSE ETOILE PARKER (1931) *Professor of Education (Emerita)*
Ph.D., University of Wisconsin
- HENRI R. PEARCY (1940) *Associate Professor of European History (Emeritus)*
Ph.D., University of Chicago
- MARGARET K. PETERS (1930) *Professor of Business Education (Emerita)*
Ed.D., University of Colorado
- § GERTRUDE ANDREWS PLOTNICKY (1913) *Assistant Librarian (Emerita)*
Chicago Public Library Training School; University of Wisconsin
- GENEVIEVE ANNA POHLE (1923) *Assistant Professor and Assistant Librarian (Emerita)*
M.A., Graduate Library School, University of Michigan
- LAURA HAYES PRICER (1911) *Associate Professor of English (Emerita)*
Ph.M., University of Chicago
- JOHN L. REUSSER (1944) *Supervisor of Off-Campus Student Teaching Professor of Education (Emeritus)*
Ph.D., University of Iowa
- DONALD T. RIES (1946) *Professor of Entomology (Emeritus)*
Ph.D., Cornell University
- JOSEPHINE ROSS (1926) *Assistant Professor of Home Economics (Emerita)*
M.A., Teachers College, Columbia University
- BERTHA MAY ROYCE (1925) *Professor of Biological Sciences (Emerita)*
Ph.D., University of Washington
- GRACE REBECCA SHEA (1927) *Assistant Professor and Nurse, Laboratory Schools (Emerita)*
M.A., Teachers College, Columbia University

- FRED S. SORRENSEN (1920) *Professor of Speech (Emeritus)*
Ph.D., University of Michigan
- §§ RAY M. STOMBAUGH (1935) *Professor of Industrial Arts (Emeritus)*
Ph.D., Teachers College, Columbia University
- RUTH STROUD (1930) *Assistant Professor of the Teaching of English (Emerita)*
M.S., University of Illinois
- EDWIN G. STRUCK (1935) *Assistant Professor of Health and Physical
Education for Men (Emeritus)*
M.S., Indiana University
- FLORENCE EVELYN TEAGER (1931) *Professor of English (Emerita)*
Ph.D., University of Iowa
- ELEANOR WEIR WELCH (1929) *Director of Libraries and Associate Professor
(Emerita)*
M.S., School of Library Service, Columbia University
- MARGARET M. WESTHOFF (1933) *Assistant Professor of Music (Emerita)*
M.S., Northwestern University
- JENNIE ALMA WHITTEN (1919) *Professor of Foreign Languages (Emerita)*
Ph.D., University of Wisconsin

§§ Deceased, January, 1967.

Student Enrollment

ON CAMPUS

SECOND SEMESTER 1965-66

	<i>Men</i>	<i>Women</i>	<i>Total</i>
Freshman	1180	1740	2920
Sophomore	682	1058	1740
Junior	549	819	1368
Senior	465	703	1168
Unclassified (Undergraduate)	44	52	96
Special (Undergraduate)	39	84	123
Graduate	573	313	886
Total	3532	4769	8301

SUMMER 1966

Eight-Week Session	1819	2257	4076
Short Sessions (Including Duplicates)	150	509	659
Post Session (Including Duplicates)	505	508	1013

FIRST SEMESTER 1966-67

Freshman	1097	1974	3071
Sophomore	997	1349	2346
Junior	647	1011	1658
Senior	604	847	1451
Unclassified (Undergraduate)	37	45	82
Special (Undergraduate)	34	71	105
Graduate	633	353	986
Total	4049	5650	9699

EXTENSION

Second Semester 1965-66

(Excluding Duplicates)	94	431	525
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Summer 1966 (Excluding Duplicates)	25	275	300
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First Semester 1966-67

(Excluding Duplicates)	79	347	426
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